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## Parents get the biggest slice

Parents will be the main beneficiaries of a £40m increase in Government spending on student grants announced this week.

Mrs Williams, the Education Secretary, told the Commons that adjustments in the rate of parental grant contributions would mean an average reduction of £27 a year paid by parents for each student.

"The scales of parental contributions have been revised," she said, "to take account both of changes in average earnings and of the need to compensate students' parents for further reductions in their child tax allowance consequent on the second

stage of the introduction of the child benefit scheme."

The revised scales raise the starting point for parental contribution from a £3,200 residual income (income after deductions for dependents, mortgages and superannuation) to £3,800. The minimum grant has been increased from £80 to £200.

Students grants are themselves to be increased by between £85 and £170 in September. For students living away from home in London the grant will rise from £1,145 to £1,315. Students away from home outside London will receive £1,100 instead

of £1,010. Home-based students will be given £870 instead of £785.

Mrs Williams said the changes would bring the value of the grant in 1978-79 broadly in line with its value in 1974-75 following the last full DES review.

The new rates apply to monitory awards given to students on degree and initial teacher training Diplomas of Higher Education courses, Higher National Diploma courses and higher diplomas of the Technician and Business Education Councils. The changes will bring the total cost of grants to public funds to about £310m in 1978-79.

## Moving fast on testing—Mrs Williams

The Government is moving with all speed on the issue of testing and assessing standards in schools, said Mrs Shirley Williams, Secretary of State for Education and Science, in the Commons this week. She is satisfied with the development of national sample testing by the department's Assessment of Performance Unit.

She told Mr Nigel Pecham (Sutton, Cheshire, C) that the unit would proceed this year to the assessment of mathematics, next year to languages and the year after to sciences. The monitoring suggested was sensible and would be useful to the educational performance of the country.

She could, she said, think of nothing more upsetting to education than the reintroduction of selection. "I find it astonishing that the education spokesman of the Conservative Party are now suggesting to bring back grammar schools when, under Mrs Thatcher, the proportion of children going to comprehensive schools increased from 28 per cent to 55 per cent. It is hard to find out where they stand."

The experience of the United States, where there was an attempt to test every child in certain states, led to the conclusion by the National Educational Association, a non-political body, that the "blanket use of tests required an inordinate amount of time by teachers and others. That experience is borne out by ours."

Mr Timothy Raison (Aylesbury, C) urged Mrs Williams to take a less dogmatic view of testing. It was not a question of creating competition but of finding out without competition what level of performance existed in children in the national school system.

That she replied, was exactly what the unit was concerned about. It was based on a tight sampling of 2 per cent of the children in the country. Teachers, governors and others represented within the unit considered this was the appropriate way to monitor performance. It was the Tory attempt to test every pupil every year that was dogmatic.

## Workers children hang back

The proportion of children of manual workers attending secondary schools has declined since 1970, Mrs Williams said in the Commons. She said the proportion of children of manual workers attending secondary schools had declined since 1970. She said the proportion of children of manual workers attending secondary schools had declined since 1970.



All their own work—pupils from Netherley Comprehensive School admire their handwriting on exhibition at Walker Art Gallery, Liverpool.

## Meals now to cost £377m

The schools-meals service would cost £377m said Mrs Williams, when questioned in the Commons this week on the Budget announcement that school meals charges would not be raised.

Local authorities would be reimbursed for the income they would otherwise lose this financial year. There would be consultations with their associations about how best to do this.

The decision to allow the subsidy to decline was taken before two years of pay policy, and it was in the light of that that the Government felt that families badly needed help with school meals.

Skill forms: Mr Neil Morten (Barnet, C) asked what were the criteria for a secondary comprehensive school having a sixth form. Mrs Shirley Williams said she had to look at every proposal for the establishment of a sixth form on its merits. But her concern was that there should be an adequate range of courses without uneconomic staffing at the expense of the rest of the school. This suggested normally a minimum of 70 pupils and preferably 100.

Disruptive pupils: Miss Jackson said HM Inspectors had recently undertaken a survey of special units for disruptive pupils. "On the basis of this," she said, "we hope to publish this summer a report which may be helpful to those authorities which have already set up units or are contemplating doing so."

Primary schools: So far this year 14 proposals to close primary schools in England had been approved. In 1977 the figure was 87, said Miss Jackson.

## 7 per cent more go to polys

The number of new students in polytechnics rose by 7 per cent in 1977-78, according to the Committee of Directors of Polytechnics.

The main growth was in sandwich courses, which were up by 11 per cent since 1976, and short courses, up by 14 per cent. In teacher training, however, enrolments slumped despite the mergers with colleges of education.

Sir Ashley Bramall, leader of the ILEA, said this week that although there were "impeccable" democratic reasons for the Act making such provisions, the way such things were done in 1949 had not considered the effect of a National Front meeting on a multi-racial community.



## School to work Army pulls in young unemployed

Every time the teenage unemployment rate rises by 1 per cent, recruitment rises by 2 per cent, according to a study of enlistment by Dr Ian Bellamy of Lancaster University.

The study shows that unemployment has little effect on service recruitment. The Army, the Royal Air Force, the Royal Navy, and the Civil Service are all recruiting well.

McDonald's, the fast-food chain, is also recruiting well. The company has opened 100 new restaurants in the last year and is planning to open 100 more in 1978.

The reason why unemployment matters only for Army recruitment is probably connected with the significant difference in the educational attainment of young recruits. The Army recruits are more educated than the other services.

A survey of 1977 showed that 10 per cent of Army recruits had A-levels, compared with 0.5 per cent for sailors and 0.7 per cent for airmen.

## ILEA considers clamp down on Front meetings in schools

by Caroline Haydon

As teachers at Loughborough Junior School, in Brixton, were left to pick up the pieces after a National Front meeting in the school at the weekend, there were signs of a move towards a ban on similar meetings in Inner London schools.

The Inner London Education Authority is asking people who were at the Loughborough by-election meeting to come forward with evidence that it was genuinely open to the public. Such evidence could lead to the authority refusing the party permission to hold meetings in its schools.

Mr Martin Webster, the party's national activities organizer, personally vetted people at the school gate turning out for the anti-Front demonstrators from the meeting, at which 34 people, including Mr Webster, were arrested.

Mr Terry McCarthy, deputy head at the school, said he was twice refused entry by Mr Webster. "The third time I said I was a teacher of the school and I was allowed in. But this could certainly not be called a public meeting."

Under the 1949 Representation of the People Act authorities are bound to provide school premises for the use of bona fide election candidates who have the right to hire them for public meetings. The Act, however, does not define a public meeting and the clause has never been tested in the courts.

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## EEC will spend £70m to keep young off the dole

The European Economic Community, which has just joined Britain to abandon its main employment

The commission has agreed to spend part of its Social Fund on what it calls "primes d'embauche"—employment premiums to be paid by member governments to employers to take on young workers. Britain's youth employment subsidies, which would have been likely to qualify for support, is about to end.

This is the only specific proposal in the new EEC programme of help for the young unemployed. For the rest, the commission has simply given its approval for the fund to spend money on helping countries with measures "to put the young unemployed to work."

In practice, the fund is likely to favour measures such as work experience and the pilot schemes of

transitional education now being piloted by the commission's education division.

Their payments will begin in 1979 and the commission expects that it will spend just over £10m the first year to get about 150,000 youngsters off the dole. This year's only about 250,000. Europe's jobs are under 250,000. Many of the EEC officials, who have been promoting their determination to take steps to combat youth unemployment, are keeping remarkably quiet about the programme.

Britain may see a result of changes in the Social Fund in the past. Because it has concentrated on the kind of measures—vocational training—which the fund's existing criteria, it is not last year, a larger share than other countries.

McDonald's chairman, said the company was an experiment in whether major social and political issues which affected young people could be put to them in an understandable way.

The target group were not members of the committee but young people who were politically unaware and alienated from the political system. "Our youth workers, many of these youngsters, have been begging us to provide them with the information which would enable them to put some sensible analysis before their members."

It's not a question of thrusting information about political parties at them, but of placing before them a way which they can handle the rival views and proposals of those in power which are of concern to them—such as unemployment.

The NAYC will use its money to appoint a headquarters official to provide material for use in its clubs. The council is to take on research for the same purpose. Sir will have a number of organizations who include the youth wing of most political parties as well as associations like the scouts and guides into the preparation and

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## Sharp growth of sixth-form college shown in new list

There are now 95 sixth-form colleges and nine centres where sixth-form units are combined with secondary or tertiary education courses, according to a new compendium.

Twenty-three of the sixth-form colleges and three of the tertiary centres opened since the compendium was last published two years ago.

Development has been so rapid that the compendium is the only one available of all existing and more primary schools, secondary schools, colleges, courses, subjects and teaching activities offered.

It is published by the Standing Conference of Principals of Sixth Form and Tertiary Colleges. Copies from G. L. Cooksey, Greenhead College, Greenhead Road, Huddersfield, W.S. HD1 3ES. £2.00 post free.

## University forms OND links

Surrey University is to cooperate with three technical colleges in a scheme for students taking the University National Diploma in engineering with a view to going on to a degree.

Students at the colleges of Epsom, Ewell and Haslemere will take the two year integrated course for OND. They will visit the university during the first year to undertake courses and facilities in each particular science school.

They will apply for university at the end of their first year and be placed there early in the second year subject to results.

## Credit plan spreads

The Standing Conference on University Entrance has approved the Open University's credit transfer arrangements whereby students can earn another university without having to start all over again.

Arrangements of this kind have been made with Essex, Lancaster, Bedford and Sussex Universities.

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## Underspensing costs schools £97.5m

by Lucy Hodges

Cuts in spending on education and libraries for the year 1976-77 went further than outlined by the Government and caused a significant reduction in the quality of the services provided. This is revealed by a newly published analysis of the rate support grant—the money contributed by the Government to local authority services such as education.

Underspensing affected particularly the administration and inspection of schools, child guidance and health services, physical education and university grants. The shortfalls in these items amounted to £37,300,000. And this financial year

(1977-78) L.E.A.s are expected to spend £7,700,000 less than was allocated to these services.

School meals and provision of milk were even worse affected with a cut of £47,500,000. This year the saving is expected to be £23m. The library service lost £6,400,000. This year the cut is forecast to be £1,200,000.

This breakdown of the difference between the rate support grant settlement and local authority spending is produced annually by five local government organisations: the Association of County Councils, the Association of Metropolitan

Authorities, the Association of District Councils, the London Boroughs Association, and the Greater London Council.

The report shows that in 1976-77 total underspending on education was £97,500,000 or 1.8 per cent. There were large reductions in building programmes and restrictions on admitting under-fives to the infant classes of primary schools.

"In 1977-78 the estimated underspending in volume terms on current expenditure compared with RSG settlement is £111,000,000 and this shortfall arises largely because of the economies made by local

authorities in 1976-77. It is apparent, however, that in many areas, these economies have involved a temporary deferral of expenditure rather than a permanent reduction in expenditure base."

This is particularly obvious in the area of non-teaching costs. The report says that the cuts cannot be repeated this year but that next year L.E.A.s will inevitably have to replace equipment and stocks of books at a higher rate than would otherwise have been necessary. It has allowed a 2 per cent increase for this. Rate Support Grant, Ninth Period, £3.

## Religion through dance felt to be a flop

Doubts on the effectiveness of two currently fashionable approaches to religious education are expressed in a booklet this week from the Association of Christian Teachers.

RE as part of integrated studies or through dance and drama can fail to reach the pupils, say two highly educated teachers of religion.

"There are signs that the high hopes vested in implicit religion are not being justified by the schemes operating in the schools. Much depends on whether the head of the integrated studies department is sympathetic to RE and it seems there may be a tendency to appoint in these positions people from subject disciplines other than religious studies," writes Mr Norman Rihmud, senior lecturer in religious and social studies at Middlesex St George college of education.

Mr Anthony Jones, senior lecturer in civics, Gwent college of higher education, who admits to having become almost ambivalent once or twice about the potential of a partnership between religion and the expressive arts says his misgivings.

"There is a strong probability that alliance with the expressive arts will strengthen the already powerful bias towards a 'humanist religion' or 'religion of humanity'. Expressive arts theorists share the conviction that their creative work is an outpouring of the human spirit."

Mr Jones points to a second great danger from the strong element of fiction within mime, puppetry, dance or drama. Though children may act and talk readily about moral and social issues they do not transfer the actual experiences and decisions to their own real experience of life. Religious education in secondary schools, J. Association of Christian Teachers, 47 Marylebone Lane, London, W1. 6SP.

Bert Lodge

## Meddling threatens small-class chances, union claims

Government interference in schools makes it less likely that the benefits of falling school rolls will be realized, says the National Union of Teachers' magazine, *Secondary Education*.

In an editorial it says falling rolls could not have come at a worse time. "They have coincided with a question cuts and teacher unemployment and widespread suspicion among teachers because of the Secretary of State's unprecedented intervention in the school system."

And this was happening just when teachers should be joining forces with central and local government to reap the benefits of smaller

classes, says the paper. The difficulties were formidable. Job security, prospects, retraining, early retirement and redundancy would have to be considered along with the criteria for closing or "mothballing" of schools. The curriculum and the availability of options, too, was "an area of concern."

"These challenges will severely tax the resourcefulness, imagination and resolve of the profession. Local authorities, in turn, will have to demonstrate that they are prepared to play their part by committing resources and personnel to assist the teachers to make the necessary far-reaching readjustments."

## Law change urged for working children

Children who do part-time work should be protected by the law of the land rather than by local by-laws, says the Association of Metropolitan Authorities.

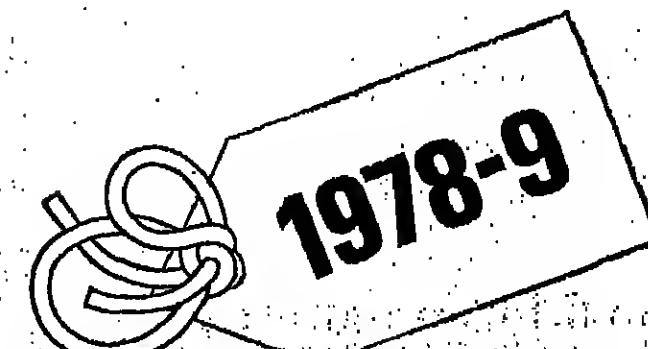
Conditions of employment—age, hours worked and an out-earnings record should be centrally controlled. This could be done under the employment of Children Act 1973, but the Government has

chosen to do nothing because of the extreme cost.

Mac Nikell Harrison, new chairman of the association's education committee, said it was important to have a national system because it looked unjust otherwise. "Introducing national regulations might possibly bring additional costs" but in this case we feel the change is in the best interests of the child.

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# COURSES

## Organisation in Schools Courses

Churchill College, Cambridge: Summer, 1978

Courses Director: Michael Marland, C.B.E.,

Headmaster of Woodberry Down School, London.

## PASTORAL CARE:

AIMS AND METHODS IN THE COMPREHENSIVE SCHOOL

JULY 24-27

For Tutors, Form Teachers, Heads of Year, Heads of Houses, Counsellors, Senior Masters and Mistresses, and Deputy Heads—all those in middle and comprehensive schools with pastoral responsibilities. The course will cover school organisation for pastoral care, the duties of responsibility holders, the use of Tutor time, liaison with outside agencies, helping families, and discipline.

## THE HEAD OF DEPARTMENT IN THE COMPREHENSIVE SCHOOL

AUGUST 11-14

For Heads and Deputy Heads of Departments in middle and comprehensive schools and those who are preparing for such posts. The course will cover syllabus planning, staff management, roles and responsibilities, budgeting and stock control, relationships with parents, discipline, and the relation between the department and the school. These are both intensive realistic courses for teachers in comprehensive and middle schools. The overall aim of the courses is to help members with practical schemes for their own careers and their own schools.

Inclusive residential fee for each course: £72, plus £5.76 VAT. Detailed programmes from The Bookings Secretary, Organisation in Schools Courses, 22 Compton Terrace, London N1 2UN.

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A one-year full-time, or two-year part-time, course leading to the above award. The course involves an interdisciplinary study of the primary school curriculum. Applicants should possess either an appropriate first degree or an advanced diploma in education. Details of the course and application forms may be obtained from:

The Academic Registrar, ROEHAMPTON INSTITUTE OF HIGHER EDUCATION, Roehampton Lane, London SW15 5PJ. Telephone 01-878 5751.

## Dillingham House College for Adult Education

July 22nd-29th. **COLOUR PHOTOGRAPHY**. Fee £60 (fully inclusive). A useful course for teachers who wish to produce their own school transparencies. Photography is a growth subject in both primary and secondary schools. **SCHOLARSHIP CAN BE RUN**. Fee £57. A weekend course for teachers developing basic scientific aspects of everyday life. Full details of these and other courses may be obtained from the Bookings Secretary, Dillingham House, 72 Kingsway, London WC2B 6AA.



One of the few: in other EEC countries many more children go to nursery school.

## Nursery hopes 'non-existent'

by Caroline Haydon

The shortage of nursery school places in Britain is "a scandal", Mr Fred Smithies, assistant general secretary of the National Association of Schoolmasters/Union of Women Teachers, said this week. Even in authorities where provision is considered good—like Inner London, Bedfordshire and Newcastle—only one three-year-old in 10 and one four-year-old in four has any chance of a place.

In other authorities, like Bromley and Wiltshire, "the chances of nursery education are so remote to be practically non-existent". In Gloucestershire there is no nursery provision.

Introducing a union discussion paper on educational provision for the under-fives, Mr Smithies said that "inadequate provision of genuine, professionally-based nursery education is one of the greatest

causes of educational injustice in this country."

"It is nothing short of a scandal that most of our EEC partners do significantly better in providing for the real education of three and four-year-olds." In France 85 per cent of three-year-olds and 75 per cent of four-year-olds receive nursery education.

Despite encouragement from successive governments since the start of nursery expansion under the urban aid programme of 1969, says the paper, many authorities are opting out of their responsibility to provide it.

In 1973 and 1974 £38.4m was earmarked by the Department of Education for nursery building projects but some authorities have failed to respond. Under the expanded urban

programme for 1978-79 resources would again be available for projects for the under-fives. This time, it was to be hoped, authorities would meet their responsibilities.

All types of children from social classes, it says, need nursery education stimuli which "develop the qualities and abilities necessary as a basis for school education." The need is greatest in homes which do not provide intellectual and social experiences to enable the child to learn successfully at infant school.

The union calls for better use of provisions, better use of capacity in primary schools, attention to the training and interests of those who work with the under-fives, more parent-teacher co-operation and positive discrimination in favour of socially deprived areas.

## People

### Schools

Mr John Stratton, at present acting head of Athelney Primary School, Cotford, to be head of Brockley Junior School, Brockley.

Mr G. S. Smith, second deputy head of Rutherford School, Lanyon NW1, to be head of Northumberland Park School, London N17.

Mr D. Impoy, head of Upper School, Monks Park School, Bristol, to be head of Bedale School, North Yorkshire.

Mrs K. A. Thomas to be head of Manor Day Special School, Lomlin NW6.

Mr J. B. Robinson to be head of Sladebrook High School, London NW10.

Miss Alma Barber, head of the First School at St George's Ministry of Defence School, Gibraltar, to be head of Littlehaven County Infants School, Horsham, Sussex.

Mrs June Harrold, deputy head of John Evelyn Infants School, London SE8, to be head of Lee Manor Infants School, London SE13.

Mrs Heather Chappell, teacher at Glendon School, Battersea, London, to be head of Elm Court School, London SE17.

Mr W. W. Speed, deputy head at Chapel Park middle school, New Castle upon Tyne, to be head of Sloneville middle school, New Castle upon Tyne.

Miss E. W. Mitchell, deputy head at St Mary's RC primary school, Newcastle upon Tyne, to be head.

Mrs E. P. French, formerly deputy head at Westgate Hill Infant School, Newcastle upon Tyne, is now head.

## Universities

Mr K. T. Mainwaring, senior lecturer in finance and accounting, Lancaster University, to the chair of business finance and accounting, Leeds University.

Dr M. R. Olsen, director of social work courses, University of Birmingham, to the chair of social work.

Mr John McKenna, head of business and general studies at the London College of Printing, has been appointed principal designate of Ulster College, West Yorkshire.

## Schools Council poised for metamorphosis

by Bob Doe

The Schools Council's Governing Council was expected in four itself out of existence on Thursday, by the new constitution introduced by the recent review of council workings.

Under the new constitution, intended to give more representation on committees, the Governing Council will be replaced by three committees: Convocation, a forum in which a broad range of interests are represented; the Professional Committee, dominated by the teacher unions and responsible for the work of the council; and a powerful policy-making Finance and Priorities Committee on which local and central government ministers have a majority over teachers.

Though a number of amendments had been tabled, despite

initially in getting representation of higher education on to committees, the main proposals were expected to get a majority at the end of the week's meeting.

"The indications are that people mainly concerned with the Schools Council think we have got it about right and should go on to maintain a healthy efficiency after leaving school."

Mr John Wright, of Nottingham College, said last week, was one of the strands which emerged from the annual conference of the Education Association at Warwick University. "We need to equip the nation to adopt modern caring use of the body."

Professor Peter Fenton, research biologist at Nottingham University, said that the "relative richness" of those involved in education was the principle making it encourage the council's work.

At a recent Welsh Office conference in North Wales, however, there were complaints that education was controlled by a national mafia—associated with Welsh Joint Education Committee and teachers' union representatives—that did not accurately reflect the situation.

The Welsh committee was asked to "devise appropriate means for involving lay interests in the work of the council", the proposed membership of the new Welsh committee includes none of the broader interests represented on the new Schools Council through its Convocation. Neither were any of those interests represented on the Welsh review committee, as they were on the main review committee.

Representatives of the ITC CBI and Confederation of Parent Teachers' Associations will be allowed to attend meetings as observers, but the Welsh committee suggests that lay opinion in Wales is best taken into account through ad hoc groups or working parties established by the committee to consider particular issues.

This would be in addition to £530,000 already spent on locally Welsh projects. This is as much as the council has spent on the whole of England and Wales since education, (£700,000)

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## Boarding fee upheld by ombudsman

A complaint that boarding fees at a certain school in Cornwall were unreasonably high was rejected by the local government ombudsman.

At the school, which has 180 boarders, rose from £1,000 a year in 1975-76 to £825 in 1976-77. Parents were also told in 1976 that they would no longer be able to claim reductions in fees if their children had two or more children at the school or if their income fell dramatically. The ombudsman had been told by the school that fees for his sons would be reduced by £15 a year as long as an older son remained at the school.

A month later he was told that a policy had changed. This time, it was to be hoped, authorities would meet their responsibilities. All types of children from social classes, it says, need nursery education stimuli which "develop the qualities and abilities necessary as a basis for school education." The need is greatest in homes which do not provide intellectual and social experiences to enable the child to learn successfully at infant school.

The ombudsman found that the school was justified in raising fees over the three years 1975-76 to 1977-78 with inflation, and to his satisfaction the school was not overcharging. He confirmed that the governors were acting beyond their powers in authorizing the reductions at the council's expense.

The ombudsman did, however, say that the council could have reduced the old policy with a little more care. "That is a question the council may still care to consider," he said.

## Scouts to set up Asian groups in Slough

The Scout Association has appointed a former scout, who comes from Pakistan, to set up Asian scout groups in Slough, Buckinghamshire, and encourage the boys to mix with other scouts.

The appointment of Mr Mahmud Ahmed, aged 30, is being substantial.

## Sport

## Too many 'turned off' by school PE

Physical educationists are concerned "about the things which children don't do in school which are of the children and the young, but for the enrichment of their lives at school or college and for the foundation of habits and attitudes to maintain bodily efficiency after leaving school."

Dr Wilfrid Barlow, a consultant rheumatologist, told the conference that "a middle aged man who has lost the pleasure of a finely tuned body and have not been given sufficient help in their efforts to understand more about the relationship between activity and health."

Motivation was also the theme of a speech by Mr John Bailey, senior PE adviser in Leicestershire. Various keep fit campaigns, he said, "may be regarded as a rather poor reflection on the efficacy of PE programmes in our schools during the last 25-30 years."

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Physical educationists are concerned "about the things which children don't do in school which are of the children and the young, but for the enrichment of their lives at school or college and for the foundation of habits and attitudes to maintain bodily efficiency after leaving school."

Motivation was also the theme of a speech by Mr John Bailey, senior PE adviser in Leicestershire. Various keep fit campaigns, he said, "may be regarded as a rather poor reflection on the efficacy of PE programmes in our schools during the last 25-30 years."

## Judging is not for us, advisers say

Evaluating teachers is the job least liked by advisers, according to a survey by Bristol University School of Education research unit. But advising individual teachers is regarded as most important. More than 80 of the advisers questioned would like to spend more time on it.

The survey, covering 14 local education authorities, also shows that the advisers average six visits a week to schools, that they have little contact with research and that curriculum agencies such as the Schools Council are the most of them see their role as a brake upon over-zealous proposals for educational change.

Most comments, it says, indicated reluctance to engage in the evaluation of probationers and teachers, and "even those who were committed to it tended to emphasize the practical problem of devising reliable and valid assessment and interviewing techniques".

Advising individual staff figured in the work of 85 per cent of the advisers and many of them said this was their most important job. But it was time consuming and "too much time had to be spent in the head's study rather than with the teachers".

All the advisers interviewed had visited at least one school in the previous week. They averaged six visits a week of up to three hours' duration. But on a third of the visits the adviser did not meet any teaching staff other than the head.

The survey also uncovered a tendency for advisers to "adopt" certain schools and spend a disproportionate amount of time in them. "There was little support for the view that part of an adviser's job was to keep the schools informed of what was coming out of such agencies as the Schools Council. Nor did they feel any obligation to feed back results to these agencies. In so far as they were involved in bringing about changes in schools, most advisers saw their main role as that of trainer."

More than 90 per cent were engaged in in-service training and 70 per cent spent time on probationer induction courses.

The research team, led by Dr Ray Bolan, says that the development of in-service training together with the growth in the number of people carrying out jobs similar to that of advisers, mainly teachers' central wardens and teacher-trainers, is likely to push advisers towards an evaluation, administrative, facilitating and "training the trainers" role away from advising individual teachers.

"Yet, the project aims suggest strongly that a substantial proportion of advisers derive their main satisfaction from direct advisory contacts with teachers and schools. If this is the case, then the changes may well diminish this group's job satisfaction quite considerably."

Research report: Local education authority advisers and educational innovation by Dr R. Bolan, G. Smith and H. Cantor. Published in Educational Administration, winter 1977-78.

## Union gets more members

The National and Local Government Officers' Association significantly increased its membership in 1977. More than 26,000 people employed in the public sector joined the union between October 1976 and October 1977, bringing total membership to 709,331.

## Sport

## Too many 'turned off' by school PE

Physical educationists are concerned "about the things which children don't do in school which are of the children and the young, but for the enrichment of their lives at school or college and for the foundation of habits and attitudes to maintain bodily efficiency after leaving school."

Dr Wilfrid Barlow, a consultant rheumatologist, told the conference that "a middle aged man who has lost the pleasure of a finely tuned body and have not been given sufficient help in their efforts to understand more about the relationship between activity and health."

Motivation was also the theme of a speech by Mr John Bailey, senior PE adviser in Leicestershire. Various keep fit campaigns, he said, "may be regarded as a rather poor reflection on the efficacy of PE programmes in our schools during the last 25-30 years."

Professor Peter Fenton, research biologist at Nottingham University, said that the "relative richness" of those involved in education was the principle making it encourage the council's work.

At a recent Welsh Office conference in North Wales, however, there were complaints that education was controlled by a national mafia—associated with Welsh Joint Education Committee and teachers' union representatives—that did not accurately reflect the situation.

The Welsh committee was asked to "devise appropriate means for involving lay interests in the work of the council", the proposed membership of the new Welsh committee includes none of the broader interests represented on the new Schools Council through its Convocation. Neither were any of those interests represented on the Welsh review committee, as they were on the main review committee.

Representatives of the ITC CBI and Confederation of Parent Teachers' Associations will be allowed to attend meetings as observers, but the Welsh committee suggests that lay opinion in Wales is best taken into account through ad hoc groups or working parties established by the committee to consider particular issues.

This would be in addition to £530,000 already spent on locally Welsh projects. This is as much as the council has spent on the whole of England and Wales since education, (£700,000)

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United States

## The whiter-than-white world of children's literature

from Clive Cookson

WASHINGTON The books American parents give their children to read still depict an "all-white world," according to a recent Harvard University study. When blacks are portrayed, the study says, they are depicted according to racial stereotypes.

Research by Professor Jennie Chall of Harvard's Graduate School of Education shows that only about one out of every seven books published for children has black characters of any significance. Only one in 10 of these books portrays blacks in a modern setting. These tended to be biographies of sports men and entertainers. "Historical fiction, fantasy, folktales, humor and poetry comprised a small percentage of books with black characters," Professor Chall said.

Things had improved in recent years, however. Professor Chall and her colleagues repeated a study done in the mid-1960s, sending out questionnaires to 60 publishers be-

longing to the Children's Book Council and also examining the portrayal of blacks in a random selection of books. While the 1960s study found only about one in 14 books involving black characters, and most of these in historical settings, by 1975 this proportion had doubled. Professor Chall commented that the books emphasized the traditional image of blacks. "In some of the historical books, the black slaves depicted were characterized as averagely happy, smiling and fun-loving. The biographies of black athletes also tended to emphasize their exuberance and joyfulness without also including their serious competitiveness."

Another stereotype was conveyed by a book designed to teach children the fundamentals of basketball. While there were many photographs of black collegiate basketball players, the photographs which were specifically staged to demonstrate basketball skills included no blacks.

## Great Leap back to basics

China's fifth National

Congress has stressed the

need for students to be

both "red and expert." John

Gardner reports on the most

authoritative rebuttal of the

Gang of Four's policies so far.

The return to elitism, which has been apparent in Chinese educational pronouncements over recent months, has been fully confirmed by the recently-convened fifth National People's Congress and a significant National Science Conference, attended by over 6,000 delegates.

The congress, which met in Peking from late February to early March, is the first "parliament" to have been elected since the overthrow of the "Gang of Four," the group of ultra-leftists headed by Mao's widow Chiang Ching. Its purpose was to endorse recent changes with constitutional authority. Science and educational matters figured prominently.

The congress approved a new state constitution which stressed the goal of complete modernization by the end of the century, and affirmed China's intention of making "major efforts" to developing education and science, and to adopting "advanced techniques wherever possible." All citizens are guaranteed the constitutional right to education and "to engage in scientific research."

On February 26, Hua Kuo-feng delivered a major speech to the delegates, many of whom were described as "intellectuals." He observed that modern science is characterized by the use of atomic energy, electronic computers and space science. Because of the "Gang of Four," however, the gap between China and the advanced countries "which had been narrowing" had actually widened in recent years.

"The quality of education had fallen sharply," and there was now a grave shortage of trained young people able to step into the shoes of "older experts" who, although he did not mention it, had been trained long before the Cultural Revolution.

Hua emphasized that scientists and technical personnel must take steps to transform the weaker sections of the country. They must set up nuclear power stations, launch different types of space satellites, step up research into laser theory and its application, attach importance to genetic engineering and, "above all," advance research on "electronic circuits and electronic computers." The government must also be given to theoretical research in such basic subjects as modern mathematics, high-energy physics and molecular biology. Social sciences are also to be encouraged.

He also confirmed earlier reports that the educational system is to be expanded and improved at all levels. By 1985 a 10-year school system is to be virtually universal in the cities, and an eight-year one in the countryside. He said that "all types" of school are to be encouraged, including vocational and spare-time establishments, but implicitly acknowledged that it is impossible for China to provide good facilities for all, when he emphasized that special attention must be paid to "elite schools."



Chairman Hua: morale builder.

In February it was announced that the Ministry of Education had taken direct control of a number of schools in order to set up national models, and that others were to be set up under the auspices of local education departments or government agencies which need to train specialized personnel for various types of economic work.

Chairman Hua also urged the speedy compilation of new textbooks, another announcement issued before the Cultural Revolution. Their production was under centralized Ministry control, and schools were forbidden to substitute locally-produced material without permission from higher authority.

In the late sixties, however, the emphasis changed and teaching material had little to do with local need and to "serve proletarian politics." Because of frequent switches of policy in the early seventies, many training college lecturers were more or less permanently unemployed in consequence of constantly revised textbooks, and many schools were forced to rely heavily on crudely duplicated and unbound "teaching materials."

Chinese delegations to Britain and other countries have shown a keen interest in textbooks and it has been reported from Japan that China has recently bought books ranging from elementary school primers to works suitable for post-graduates. Not surprisingly, science

## Job prospects bleak for leavers

from John Richardson

THE HAGUE A large per cent of last year's school leavers are still looking for work according to official figures released. This represents a total of 23,000 young people, including 1,089 trained infant school leavers who left college while still under the age of 23.

Much of the youth unemployment results from the world trade depression, according to Mr. J. M. Kruse, deputy director-general for employment at the Dutch Ministry of Social Affairs. He has identified two groups which are particularly difficult in finding work. These are those with only lower technical and social work qualifications, and those who are "unemployed by the working class."

This message was relayed by Tong Hsiao-ping, when he gave the Inaugural Conference in Peking on March 18. Peking was the first of a series of conferences on the subject of education and science, and the first of a series of conferences on the subject of education and science, and the first of a series of conferences on the subject of education and science.

Both the need and the urgency of the situation were emphasized by the speaker. He said that the need for education and science was "urgent" and that the situation was "serious." He also said that the need for education and science was "urgent" and that the situation was "serious."

In fact, Hua and Teng's speech was significant more for the tone of the speakers than for the content. Hua and Teng's speech was significant more for the tone of the speakers than for the content. Hua and Teng's speech was significant more for the tone of the speakers than for the content.

In 1973 and 1974 the Chinese government published several reports of pupils who had been "pushed out" by their teachers and urged pupils to resist the "Gang of Four" concept of the "Three Principles of the Revolution." The authority of the teachers was a major tragic case concerned with the "Gang of Four" concept of the "Three Principles of the Revolution." The authority of the teachers was a major tragic case concerned with the "Gang of Four" concept of the "Three Principles of the Revolution."

## Arts seek new image

from John Kirkaldy

SYDNEY Australian schools today devote less time to teaching the creative arts than they did in the 1960s, according to a report by the Schools Commission and the Australia Council. The report recommends that the arts should play an increased role in the secondary schools.

Subjects are now often regarded as "soft options," a phrase of time and of the career which the arts should become once again a "hard" subject.

The report also recommends that the arts should be brought into the curriculum of primary and junior secondary schools should be de-emphasized and that all arts subjects should be given equal status with other subjects for matriculation purposes and for entry to tertiary courses.

Republic of Ireland

## Church blocks expansion of community schools

from John Walshe, Dublin

The Irish Education Ministry's plans for the provision of community schools have suffered a severe setback with the announcement by religious orders that they will not participate in any further such schools because of what they regard as the unacceptable conditions laid down for their involvement.

A second announcement in the effect that new-style Catholic second-level schools are being considered for the Dublin archdiocese has even more far-reaching implications for the development of Irish second level education.

The Education Minister, Mr. John Wilson, is to have discussions this month with the religious in an effort to salvage the remainder of his community schools programme. Meeting the demands of the religious would, however, spark off a strong reaction from the teacher unions.

Community schools are designed to bring together the separate traditions of Irish second level education: the private secondary schools with their generally academic curriculum and the local authority

technical/vocational schools which specialize in the more practical subjects.

The Education Ministry is already in trouble with the Daily Committee of Public Accounts—the Irish parliamentary public spending watchdog—over the non-collection of the local contributions from the religious and local authorities (TES, March 17).

It was originally suggested that the religious and local authorities would pay 5 per cent of the cost of the first group of 30 community schools. It is now proposed to raise this to 10 per cent each for the next group of schools, but the religious have said this is too much and they are not willing to pay it.

Their other objection to future participation in community schools stems from the fact that the Minister wants to change the Deed of Trust for the second phase of schools. In the original deed, drafted with the approval of the former Education Minister, Mr. Richard Burke, the religious had reserved places on the teaching staff. The local Bishop also had virtual powers of hiring and firing

teachers of religious knowledge, and the board of management was to consist of two religious, two parents and two local authority nominees. Mr. Wilson wants the reserved places dropped from future schools and teacher representation included on the board of management.

The secretary of the Episcopal Commission on Education, the Reverend Canon Sayers, who is also education spokesman for the Dublin archdiocese, where the bulk of the new community schools are planned, has said that without reserved places the religious cannot be assured of continuity of participation and they will not enter the schools.

There are indications that the Minister is willing to reduce the local contribution demand to the original level of 5 per cent each. But if he continues with reserved places for the religious, he will incur the wrath of the two second-level teacher unions who want all posts open to competition from lay and religious teachers alike.

If the religious go ahead with their decision not to take part in further community schools, the Ministry's plans for the provision

of around 60 such schools will be in jeopardy. There is no doubt that without the involvement of religious these schools will be less acceptable to the majority of parents.

Coupled with the announcement of the threat to further community schools comes the disclosure that new-style voluntary Catholic schools are under consideration—at least for the Dublin archdiocese. It is envisaged that these schools would be under diocesan patronage, have a lay principal, a board of management, and a predominantly lay staff.

It is also hoped that they would attract the normal 80 per cent grant for new private schools, and the usual capitation grants and payment of teachers' salaries. The exact number of these new schools would depend on their demand, and on the level of financial support from the parents.

Until a month ago it seemed that the future development of Irish second-level education would consist of a continued merger of private and public interests into community schools, and that the only new private schools would be replacement of old buildings. Now, suddenly, all is changed and uncertainty has returned to the Irish education scene.



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## LETTERS

## The snakes and ladders of grades and percentages

Sir—I am grateful for Scott Archer's reiteration that Grade 4 should represent pupil 50 out of 100 school population though the Grade 4 band itself has some width and it is not clear whether pupil 50 should be at the top, bottom, or middle of the Grade 4 band.

For over a year I have been asking at my school, and CSE meetings, how the South Eastern CSE Certificate Grade 3 and better, has been obtained by 60 per cent of the English candidates, but by only 45 per cent of the mathematics candidates. This discrepancy extends over the last 10 years, and I can obtain no answer to my query.

LES HARTRIDGE,  
Mathematics Teacher,  
74 Devonshire Way,  
Croydon, Surrey

Sir—M. Scott Archer (letters, March 24) has misread Examination Bulletin No. 1.

The CSE examination is designed

for the top 60 per cent of the population subject by subject. It is quite possible for someone to be in the bottom 40 per cent in some subjects but in the top 60 per cent in others. Moreover, concentration on a limited number of subjects may allow a less able candidate to reach the same standard as another candidate of somewhat greater ability who is taking a wider range of subjects.

The designing of the CSE for the top 60 per cent of the population and the fact that 83 per cent of school leavers attain at least one CSE or GCE grade are therefore quite compatible and in themselves do not show that the standards of the CSE examination have slipped.

DR D. L. NUTTALL,  
Secretary,  
Middlesex Regional Examinations Board,  
Wembley, Middlesex.

## School lunches: how to face both ways

Sir—So we now have the spectacle of a body of public servants refusing to see that kids are fed on the grounds that they have no parental responsibility, while at the same time assailing any kids who complain on the grounds that they have full parental power.

Beating in mind Kipling's celebra-

ted remark, might one conclude that too flaggers of the teaching profession have even more in common with the Ladies of the Night than one had imagined?

J. ROBERTS,  
128 St. Denis Road,  
Selly Oak,  
Birmingham.

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Failure to perceive the structure and process of learning means that teaching how to learn becomes following a syllabus. Learning how to learn for oneself is the essential purpose of education, and teaching how to learn is the essential responsibility of teachers. For educational change to be effective, more on problems of resources, curriculum, teaching aids and techniques than on the more basic problem of

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Enrolments and further details: The Puppet Centre, Mallett Road, Centre, Levensham, Wigan, S.W.11. Tel: 01-228 6935.

## A mistaken view of social workers?

Sir—I was deeply disturbed by reading the article on the National Association of Social Workers in Blackpool ("Flex-time for more fulfilled pupils" April 7). I had been under the (mis)impression that social workers tried, in whatever sphere they worked, to improve social conditions, as that in education, for example, they would aim to remove all the obstacles in a child's proper education.

Occasionally a school might have to overlook a girl missing part of her schooling, while she helped at

home. For schools to actually give approval of this, however, would in my view be very wrong. It gives respectability to the view that a girl's education can be sacrificed for the sake of a bit of housework. I notice that older boys have not been awarded the same "privilege".

Even more disturbing was the conference decision to support the withdrawal of family allowances and child benefits from parents whose children persistently play truant. This would serve to increase financial problems in the family, hardly something I would have expected social workers to advocate, since

truancy leads to no hand-out with a difficult home background. Furthermore, it mentions the "supposed" to ensure that their attendance at school.

The causes of the child's truancy, and the reasons for the school's failure to attend school should be examined, and the elimination of these causes made the aim of the learning while at school. A mere physical presence is a far cry from learning.

MARY EGAN,  
13 Palmerston Road,  
London, E.7.

## When integration fails

Sir—It does not seem profitable or desirable to defend the need for separate special schools with a series of generalizations, assumptions and half-truths similar to those that appeared in your recent articles concerned with the integration of handicapped children in the normal school system (April 7).

I only hope that cautious counsel will prevail before any decision is made to "phase out" schools that are committed to the education of the handicapped. There is no doubt, surely, that the integration of children with serious disabilities into mainstream provision that will enable parents and children who have unsuccessfully experienced ordinary schooling for a number of years to benefit by admission to a special school.

Our own experiences suggest that the more obvious results of such a transfer are:

The immense relief felt by parents to feel that the special needs of their children are, at last, being successfully recognized and developed in a suitable educational environment.

The new willingness of children to attend and react in school, often for the first time, with positive interest and enthusiasm.

Easy friendships that parents are able to establish with the special school and the resulting

mutually supportive role of home and school. This will be, for many parents, a novel experience.

The progress in basic skills made by children who have previously achieved little in this area during three to four years of normal schooling. (These will range from simple self-help needs, e.g. toileting and dressing in the more traditional skills required for literacy and numeracy.) Is it sufficient for the normal school to have "copied" with the child for this period?

These benefits are valuable and are highly regarded by handicapped children and their families and they must continue to be available. The abolition of special schools, or their gradually continued existence with a greatly reduced role, could be a positive disservice to many children, parents and the community.

We ask, only, that we are allowed to continue our work without feeling the need to resist generalized attack from "integrationists" who seem to believe that their case can best be made by belittling and undermining the achievements of special schools, their dedicated staff, developing children and caring parents.

J. E. TRIGGS,  
Headmaster,  
Addington School,  
London Bridge Road,  
Wandley,  
Reading RG5 4HS.

## Need to craft a balance between output and demand

Sir—The proposal by the Engineering Industry Training Board, apparently endorsed by Mrs Shirley Williams, that schools would be asked to provide some of the apprentice-ship training as part of the normal curriculum is an exciting prospect for pupils in these schools which are able to recruit and retain teachers of craft.

Shoreditch College currently produces over one fifth of the total national output of craft teachers, and our evidence proves conclusively that the current shortage is acute. My prediction is that a balance between output and demand in the industry will be achieved by measures which the DES has imposed on colleges training teachers of craft (now known as design technology). During last May, June and July the college was inundated by telephone calls and personal letters from head teachers, often needing two or more design technology teachers for each

school. Our 120 leavers were in the fortunate position of being able to choose where they wished to teach.

The current shortage is probably over 1,000 teachers (an HMS's recent estimate) divided equally between existing and "frozen" posts. How is this to be met? Shoreditch was notified by the DES that it could expect 30 students for initial training for design technology in 1978 to produce an output of 65 in 1981. Head teachers, who may want a trained design technology teacher in 1981, or earlier, might make a start by putting red carpets in their work-shops or alternatively ask the DES to allocate more places to colleges with a proven record in training teachers of design technology.

D. E. STEMBRIDGE,  
Don,  
Shoreditch College,  
Convent Hill,  
Rushmore, Green,  
Egham, Surrey.

## Winners and losers in Kent

Sir—In his letter ("Why heads are confused about 'lunch breaks'" April 14), Mr Hart claims that the NART took and won a collective dispute with Kent on the issue of keeping schools open.

He must know that this is completely untrue. The fact is that when the county education officer had said by the Kent Federation of Head Teachers' Associations that some misadventure was going on, we very willingly agreed to issue clarification. We did this because we had the greatest importance on the relationship between the county and the schools. And, of course, we knew that Mr Hart should have

made this highly misleading statement. Personally, I hope very much that the NART is not now going to be run on narrow legalistic lines. If it is, there can be no doubt that the association will itself be the principal sufferer, but that the entire education service will be the loser.

In fact Mr Hart has any illusions on the matter. It is clear that the authority's policy had very considerable support among the public of Kent, who at least actually pay for the education service. JOHN BARNES,  
Chairman,  
Kent County Council.

## Small is not so beautiful in the sixth form

Sir—With local education authorities urgently preparing for a reduced intake into secondary schools from next autumn onwards, the danger is that the education will be distributed equally among schools, good or bad. On this point there appears to be an unanimity between Labour supporters with a radical yen for reform colleges. Tory supporters, on the other hand, are a bit more cautious. In its own right, and the National Union of Teachers seeking to prevent any decline in the number of teaching posts.

This will mean denial of parental choice in favour of popular schools with thriving sixth forms, and the diversification of their children to less popular schools with less chance than before of building up sixth forms. The ever spreading decline in numbers will jeopardize sixth forms now able to offer a wide variety of subjects and set up pressure for them to be reduced out in favour of sixth form or tertiary colleges, at considerable extra expense, and with uncertain educational results.

A case in point (TES, February 14) is the London Borough of Haringey. Haringey School for Girls, 1,427 pupils, and a successful sixth form of 257, is threatened by a Labour authority, enjoying Tory support on this point, with a decision to cut its sixth form to 100 pupils, and to merge with other schools or a tertiary college.

Educationalists of all political persuasions should understand the far the optimum in size of schools, and of classes, particularly in the sixth form, rather than in the number of schools. This means that some comprehensive will have to close, and their premises used as tertiary colleges, or even where there is no hope of saving sixth forms in any of the schools. Let us not reorganise out of existence the good sixth forms which have done more than anything else in persuading seekers of high quality in education of the merits of the comprehensive system.

CHRISTOPHER JOHNSON,  
39 Wood Lane,  
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## LETTERS

## The elegant approach to computer confusion

I am confused and concerned about the attitudes to mathematics and computer studies shown in the discussion papers "Curriculum 11-16" and "The future of mathematics". The attitudes to mathematics lessons are to be taught about computers, and to have an appreciation of how logical processes are applied to the manipulation of data" (p.25).

Only mathematics would claim to know which fears (about computers) are rational and which are irrational. But the HMI also claims that mathematics education is to be taught about computers, and to have an appreciation of how logical processes are applied to the manipulation of data" (p.25).

These matters are all part of computer studies, a subject in its own right, which is evidently growing in importance. It is too important to be given the same status as a part of mathematics as item 15, "in the ability to read and understand clocks and other combinations of dials" (p.25).

Perhaps mathematics teachers really are discussing these problems in their lessons and this might explain why so few pupils could do simple everyday calculations in the texts set by the Institute of Mathematics.

P. McGRATH,  
10 Copland Avenue,  
Wembley, Middlesex.

## N and F going off the rails?

You have reported Dr Clifford Butler, former chairman of the committee which recommended the N and F pattern of examinations for degree aspirants, as having advised universities to "be flexible in the way they operate the system. Instead of three subjects at Normal and two at Further level, medical students could perhaps be expected to cope with three Ns and one F. Other variants would be two Ns and one F, or three Fs and one N and one F level.

These are fundamentally at variance with the committee's recommendation which recommended (para. 22) "no course requirements should demand more than two subjects at the Further level. We see no advantage... if departments could limit their named Further subjects to one or even two."

At a point of dissent apparent in the main report, I pointed out the possibility that competing for large places in the more popular subjects will result in a form of selection that two Further level subjects would have no effect on the number of places available.

A three-subject sixth-form course of two Ns and one F level seems a widely new concept which falls outside all the trials and subject examinations reported recently by the Schools Council. The fact is that the slightest suggestion of an intrinsically "harder" course than a three or four level one.

But one further small point in the growing evidence of the difficulty and unworkability of introducing a two-level five-subject course.

ALAN RICHMOND,  
Barnet, Herts.

## The half hour test on running the system

Having been taught at teacher training college that the type of question that Dr Boyson's report is for testing teachers with

the conclusion that candidates should be able to answer the question "What is the best way to run a school?" and told that the answer was "to run a school as a business", I am

## Contracts versus common sense

Sir—I am facing a dilemma—the lack of one English teacher in my department. A common problem to doubt, but what is particularly exacerbating in this instance is that we did have a teacher at the end of the Easter term, who apparently is now unemployed—as far as my school is concerned at any rate. He will be out of a job (which he very much wants) and we shall be without an English specialist for the third, fourth and fifth year groups that he had every intention of teaching.

A contradiction in terms, at least in terms of common sense. However, because this teacher (qualified with a BEd but previously without employment), came to us with a contract from the LEA for one term only it now appears that there is no way in which he can be offered further temporary employment without the authority "taking the risk" of engaging him, whether they wish to do so or not, as a permanent employee. If there is, there is the possibility of a job going in the English department on a permanent basis. That is certainly a possibility—the way I feel at the moment there may well be more than one permanent job coming up for sale.

We were both told that this ludicrous position was "unfortunately the case" the day before last term terminated. I was permitted a five-minute session with the headmaster at the end of the lunch hour, before returning—with the teacher whose job has just ended rapidly from sight, to conduct CSE oral examinations for the rest of the afternoon. I like to think that our ability to concentrate on the job in hand was not impaired.

Even though this teacher accepts fully that a renewal of his contract for one further term would be temporary, even though he is willing to apply in the usual way for a permanent job, even though he is willing to come back on supply and not on a contract at all, he has been told quite categorically that he cannot return in any capacity, as the grounds for even one day's back in the school at the start of the summer term will put him in a position, so the county says, to claim unfair dismissal, if he so wishes.

I would like to point out that: Because he has now begun to know his classes, he is in a much better position to teach them effectively than a third new temporary teacher will be able to do; If another qualified English teacher is not available, his classes will

be further deprived by non-specialist baby-sitting.

As the head of the department, with a full teaching timetable of my own, I shall be quite incapable of filling the gap effectively (how can I, when relationships with their own particular teacher are part of any effective teaching/learning situation?).

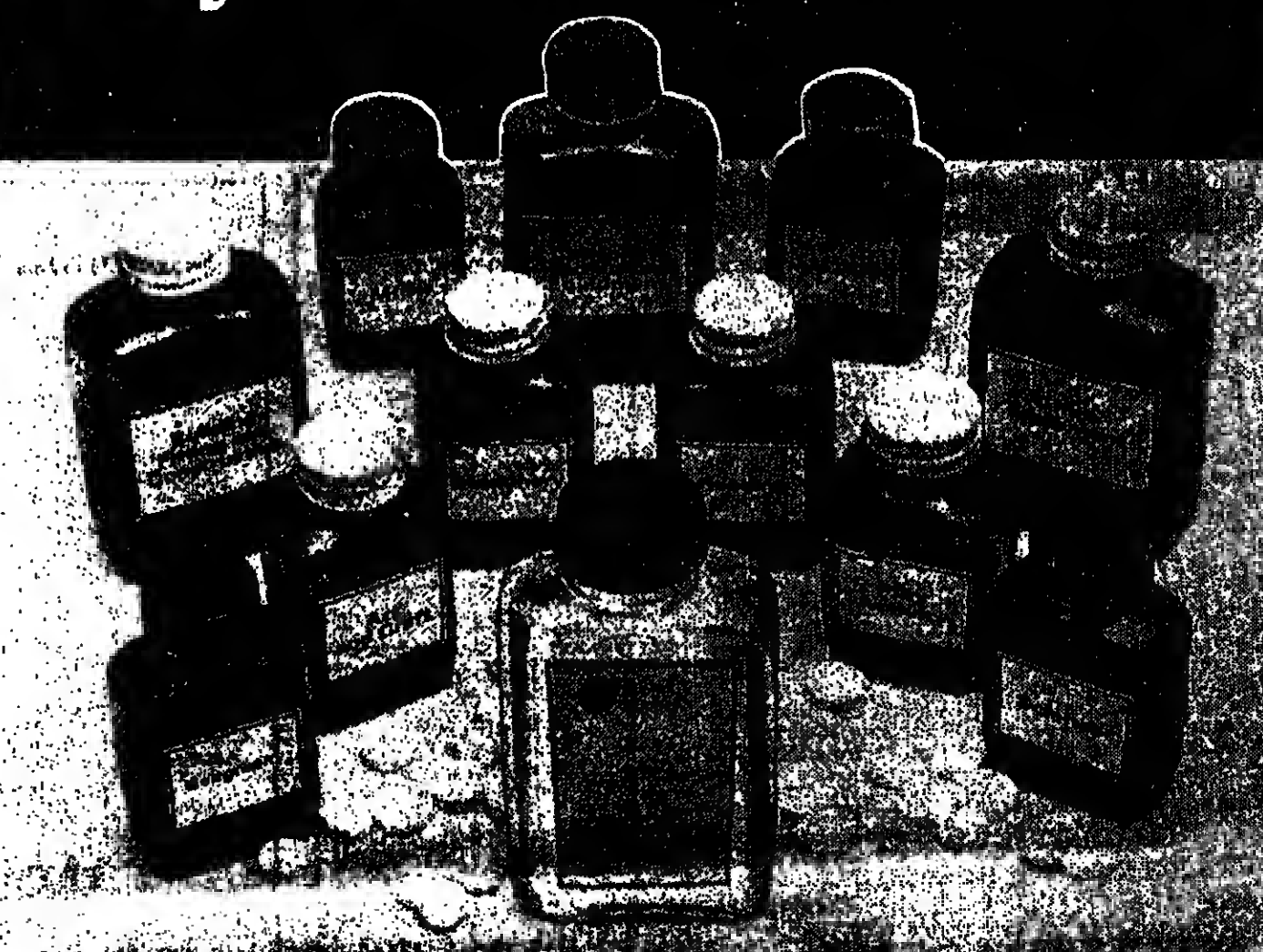
Here this young man will be, on our doorstep, without a job, having just started to find his feet, only to have them kicked from underneath him.

If L.E.O.s are prepared to treat professional adults as totally untrustworthy, how can they in return, expect their employees to behave in a responsible "over and beyond the call of duty" manner? I believe that the readiness of teachers recently to operate area schools, has something to do with this kind of mistrustful attitude.

I am informed blandly by my own union, the NUT, that there is no case to be brought. I shall leave the NUT to fight it. I am informed by the headmaster and by the Area Education Officer that nothing can be done—the law is the law (my door) so stop kicking against the pricks.

PAT PARCY,  
King's Walk,  
Malmesbury.

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# Will youth work endure?

Bernard Davies believes that the rise and rise of the Manpower Services Commission means youth workers must drop their mystifying community labels, and reassert the specialist nature of their jobs

For at least four decades, informal adolescent education outside and beyond school has been provided by "the youth service".

This rag-bag of voluntary and statutory agencies has operated almost exclusively through leisure-time facilities which, the Alameda Committee decided nearly 20 years ago, should concentrate on "recreation, training and challenge". During the sixties, these were consolidated into sometimes quite attractive programmes, of "social education", emphasising the development of both "interpersonal skills" and "citizen responsibility".

Today such "youth work" is undergoing fundamental change. New organisations - most quite different from existing ones - are taking over key youth service functions. Resources are being reallocated.

In the process important new strategies are being established. The effect of all this for traditional youth workers can be confusing, especially since the deeper causes and effects of the changes are often difficult to discern.

Like all such social provision, youth work has always contained hidden tensions pursued by more or less subtle and mystifying methods. The idea that it is primarily about "getting kids off the streets", for example, though often referred to officially, has never lost its public appeal, nor for that matter its hold on the policy-makers. (One councillor is reported to have said of the Alameda report: "We're not paying for fun".)

Indeed, the report itself had clear social control themes running through it: the committee was after all set up primarily to consider what the youth service could do "in assisting young people to play their part in the life of the community". Other constituent organizations were - and are - even more open about their social control intentions.

The chances of these organizations achieving such ends in their cruder forms have never been good. True, in a general way, the youth service has contributed to taken-for-granted beliefs about a society built on consensus and therefore deserving its citizens' ultimate loyalty.

But such a marginal and incoherent set of facilities could never hope to get large numbers of energetic and often alienated young people to remain law-abiding, avoid premarital sex, enjoy Bach rather than Abba - and do all the other things demanded of it.

Now all, it has no central direction - the D.C.S. said - its predecessors have repeatedly refused to suggest any common philosophy or national policy. It is extremely loosely knit, with voluntary bodies and local education authorities having no obligation to cooperate with each other - not among themselves.

It commands a tiny fraction of the education budget, and has probably been disproportionately hit by the economic cuts. And it has - even after a decade and a half of "expansion" - only about 3,000 permanent staff workers, and would almost certainly collapse without its quarter of a million voluntary and part-timers.

None the less, though there has never been much prospect of the Youth Service achieving many of the purposes thrust on it, post-Alameda faith in it has not recently survived in spite not only of a continuing rise in juvenile crime, but also of often hysterical "moral panics" about drug-users, mods, rockers and skinheads and other facets of teenage culture.

Thus, some state resources have continued to be provided - since Alameda, over £30m has been spent on capital projects alone - while comment from governments of both parties has generally assumed it could still help prepare the country's youth for (given) adult roles.

All the signs now are that this support is rubbing away, and that state-sponsored youth work will in future be carried out under very different auspices, by very different methods - and probably for some very different reasons.

In some ways the service has connived at its own downfall. Since the 1969 Fairbairn-Milson report Youth and Community Work in the 70s, it has increasingly reversed itself into a youth and community service, or even a community and youth service.

Occasionally this has been liberating, as when youth workers have tried to meet young people on their home ground rather than just within buildings. Generally, however, the drift to "community" has meant spreading already limited resources even more thinly to cater for age groups across the board.

Perhaps not surprisingly, therefore, the state is now reducing its support for education-based forms of youth work. LEA youth officers - now often retitled community education officers - are complaining that adult literacy schemes and other traditional kinds of adult education have become far more attractive to their superiors than "unproductive" youth activities.

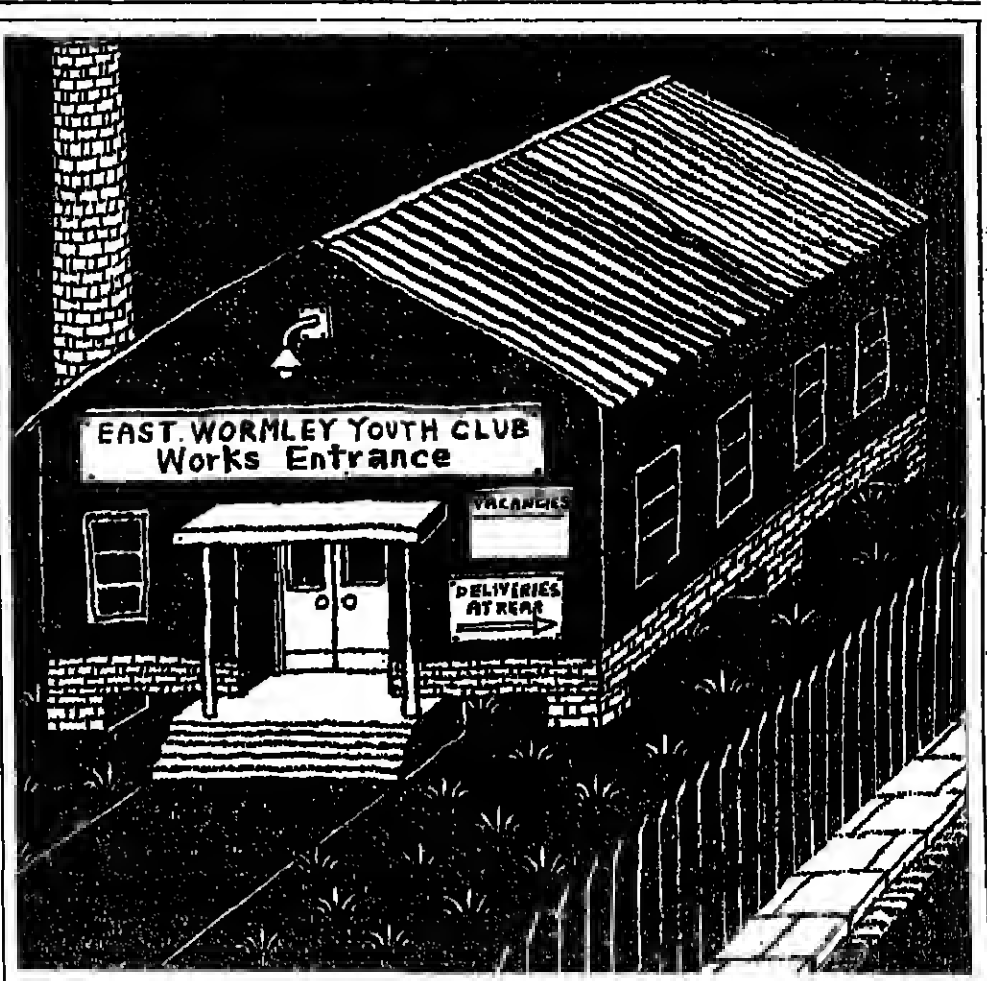
Recently, too, the DES tried to jettison its responsibility for great-aiding voluntary organization building projects, most of which lead to the creation of youth clubs, scout units and similar premises. The department's review of the youth service, initiated nearly three years ago, has now clearly run into the sand, after producing only an advisory "forum" of interested bodies.

If, then, the state is quietly giving up the youth service, where does it assume youth work will be done in the future? In particular, which agencies does it now see as carrying out essential social control functions among out-of-school and post-school adolescents?

Two other sets of institutions have increasingly taken on youth work roles. One - perhaps the minor partner - may be best described as social welfare. Overall, this is no more coherent than the youth service.

None the less, in local and central government's growing (if rather contradictory) interest in both "intermediate treatment" and "closed" residential units for very disturbed and disruptive adolescents, it is possible to distinguish new and significant forms of youth work.

The most committed advocates of intermediate treatment complain - as youth workers have always done - that they're remains a Cinderella facility. However, David Ennals, as Secretary of State for Social Services, has recently given it strong backing (including some extra money). Local authorities are now appointing, not only specialists (IT, inarguably, but full-time IT Field Workers too.



Chris Wilson

The welfare approach remains a relatively minor one in comparison with the other new arrival. This addresses itself very directly to youth employment - or, rather, unemployment - and is of course being administered by the Manpower Services Commission. Initially, its impact on youth work was through existing youth service agencies, as youth organisations discovered that, via its Job Creation Programme, they could get extra staff in particular.

Now, however, MSC is moving much more directly in to "youth work" type provision, a trend which seems certain to gain momentum. MSC is clearly intent on becoming the dominant partner in a comprehensive education and training service for all 16 to 18-year-olds.

For youth workers brought up on tiny budgets, MSC expenditure plans are nothing short of staggering. In a full year, for example, over £14m will be available for community service schemes, plus a proportion of £8.5m for a "capital contribution" and a further proportion of £2.6m for staff for local areas (all at 1976 prices).

In addition, over £14m will be spent on "project based work experience" and £12.5m for community industry schemes, some of which may well end up looking very like youth work as previously practised within the youth service.

Though the MSC's proposals do make gestures to "the needs of individual young people", it eschews vague commitments to social education. It is understandably much more concerned with the needs of the economy - with, for example, job training, work preparation and developing basic skills.

Underlying all this, as with so many current pronouncements on youth unemployment, is the fear that, with so many young people passing through a crucial developmental stage virtually uninfluenced by state or state-approved agencies, a major social problem is looming.

We seem to be facing a situation very similar to that which, in the last third of the nineteenth century, helped to produce, not only full-time compulsory schooling, but also youth movements like boys clubs and the Boys' Brigade. Because we have an unacceptable number of adolescents neither at school nor work, we are having to contrive now youth agencies better adapted to provide social initiation and control.

Here then is a significant social policy initiative, commanding substantial resources and involving a new strategy of work. The strategy is particularly noteworthy because it is shifting the focus of youth work from leisure to work.

This in itself could be helpful, since youth service workers have always overestimated the importance of recreational activities, and underestimated the impact of labouring on young people's lives. But does not such a strategy deserve greater public debate, especially when it alters the balance of aims within youth work? For, though the social control functions of youth work have always existed, within these constraints youth workers have been able to exercise some discretion. They could and did offer some young people the kind of personalized service which, within the new agencies, seem certain to get a low priority.

It is true that large bureaucracy agencies like the Manpower Services Commission, or even social services departments, are still not able totally to control their functionaries. The signs are that a proportion of these people may anyway be drawn from the ranks of conventional youth workers, who will carry with them some of the more progressive traditions of their origins.

For example, increasingly in recent years students coming off the two-year youth and community work courses have not gone into youth clubs. Insofar as they have concentrated on youth at all, many have rather preferred social welfare posts, including those concerned with intermediate treatment. Now the director of the National Youth Bureau is urging that at least one youth worker should be employed in each MSC area to help administer the commission's community service programmes.

Nonetheless, both the "welfare" and the MSC approaches seem bound to place more emphasis on direct, even coercive, kinds of control, and to leave far less room for personal growth and collective activities among young people.

Youth workers will not contend with this threat to the more progressive elements of their work by leaping back into the old hollows of youth centre, scout hut and the rest. The rather nasty world of the late 1970s is already calling for some radical responses - that is, the world not only of chronic youth unemployment, but also of widespread school refusal, racial conflict and adolescent homelessness.

However, to do this, youth workers will also have to overcome their loss of faith in the specialist nature of the job to be done, and reassert themselves as youth workers, unnumbered by mystifying community labels. If they do not, their traditional and relatively flexible power base - such as it is - seems certain to disappear.

Bernard Davies is senior lecturer in applied social studies, University of Warwick.



# Keeping them short

Michael Duffy suggests the secondary curriculum is not flexible enough to cope with the widely differing skills and abilities of pupils

It is fashionable to suggest the secondary curriculum is over-loaded. Schools offer too many courses, we are told; in pursuit of the false gods of consumerism and choice, the basic skills are being neglected, standards eroded. A common core is counselled; a Green Paper defines with splendid imprecision our curricular objectives; a DES circular invites us to review our "curricular arrangements".

A certain scepticism is, perhaps, in order. It may or may not be true that "standards" are declining. Until we define what we mean, our exam system cannot tell us. It may be that there is, in the book-to-basics movement that is gathering pace here and in the United States, a shrewd awareness that some recent course offerings on both sides of the Atlantic have been hasty in construction and flimsy in execution—particularly perhaps the inquiry-based courses, of which it has been said that the syllabus is what it turns out to be in the end.

The slogans, however, are misleading, and the current trend in them may be to suggest that the curriculum is too narrow, that it does not sufficiently differentiate among the widely differing skills and abilities of pupils; that it is

not flexible enough; that it is not capable of being accurately evaluated and assessed.

Few of us would dispute that English, maths and science should figure in the curriculum of each secondary school child; but what precisely have we said? What are we saying if we concede that these "subjects" should figure therein more prominently than they do now? What do we mean by "more English" or "more maths"? Do we mean that more children than now must struggle in increasing bewilderment through the CSE maths syllabus, for the dubious benefit of a grade 4 at the end of it? Or that those who do that now must do it for more of their time?

I am interested in the American parallel; not least, in the fact that if you read the course programme for the ninth and tenth grades of an American high school, you will find little mention of English, maths and science, as "subjects". The Dallas school system, for example, offers 16 courses in English language and literature at this level, but all of them are precisely defined, ranging from "basic reading, spelling and dictionary skills" to "oral and written composition, including research skills". There are 18 courses in mathematics, all defined in relation to the mean grade level, complete with a flow chart to show the options open at the end of a particular course.

This is definition of the sort we need if we are to answer the question "What should we be teaching?" in any professionally respectable way. It is also, very strikingly, differentiated. Too often we talk about the curriculum as if it had some sort of independent existence outside and beyond the children to whom it is taught, forgetting that we can define it accurately only in terms of the particular children to whom it is taught.

Too many subjects is a tempting cry when we are struggling with our option groups and blocks; but what does it mean? Too many subjects for whom?

American courses are, of course, shorter; and Dallas is a big city, astonishingly diverse in its racial and social background. But an English comprehensive school is a place of considerable diversity as well, and though I would not suggest it should model its provision on that of Dallas (or even that Dallas is typical of the United States), I believe its curriculum should reflect and provide for the great variety of abilities and requirements that will exist within it.

Unless we assume that abilities and requirements are fixed and unchanging, they presuppose a certain flexibility in our arrangements: a flexibility that we often fail to provide, largely because of the extraordinary influence that our 16-plus exam system exercises in our decisions. This would not matter so much if the exam system (or its projected replacement) could do the things that could reasonably be expected of it, such as defining and evaluating the curriculum, defining levels of attainment, identifying specific skills, providing a range of employment qualifications, earning exemptions from subsequent exams.

But the examining system does none of these. Designed originally to examine a high grade curriculum (inlawed by a minority of able pupils, and extended subsequently to cover an enlarged but loosely defined curriculum taken by most pupils), it manages to turn even its strengths into weaknesses. There is no doubt that it enabled the old secondary modern schools to raise their expectations and those of their pupils by a considerable degree. But in the process we allowed it to expand ever more and more of the ability range. Particularly in Mode 3, it enabled us to do more courses and confer upon them academic respectability.

But the more courses we legitimized, the more we discriminated against the remainder, so that even physical education and outdoor activities and prepara-

tion for parenthood came into the fold, and more and more of the curriculum was affected. In a sense, indeed, the curriculum was not only affected, but determined, for in most schools it is determined into the framework that the system demands—typically, a grid of eight subjects, each of which is studied for the last two years of compulsory schooling. No possibility of changing courses in mid-stream; no valid mid-course evaluation; no results even till after the jobs are won or lost.

If it is objected that there is nothing alarming in this, that it has always been the case, then my point is made. The changes that we are seeing in this year of the Manpower Services Commission, the revised N and R proposals, the massive school-leaver unemployment, demand a more flexible response. In the context of N and R, for instance, we really ought to be wondering whether two years of chemistry is always to be preferred to, say, one year of chemistry and one year of physics.

The present structure limits choice too severely, at a time when there are already other powerful factors at work in this direction. The rationing of money and staff forces us to fill option groups in capacity, involving a good deal of "guided choice" in the process. Falling secondary rolls will have the same effect, and there will be pressure particularly on the minority subjects. There will be talk of grouping schools into consortia in the name of the rationalization of the curriculum; though the simplest rationalization of all is expressed in the formula eight courses for two years = 16 courses for one year = 32 courses for half a year — no very combination of these.

It also assumes a false equivalence between courses, presupposing that a given grade in one subject is as valid or as valuable as a similar grade in another. What is the difference between a grade 1 in music studies and a grade 1 in outdoor activities? Who would blame an employ-

# A touch of class

Heather Neill talks to Nigel Williams, whose play about classroom life in the raw has been widely acclaimed by teachers and critics

Nigel Williams has never taught in a comprehensive. Nor in any other secondary school, for that matter.

This must come as quite a shock to any teacher who has seen his play, *Class Enemy*, at the Royal Court Theatre, and recognized there the lads, their language, their attitudes, their articulation, their recalcitrance, and their awful desert of a classroom. Teachers have been known to sit stunned for a good 10 minutes afterwards, so well do they know this place and its people; while school kids have assured the disbelieving "it really is like that".

It would be possible to say quite a lot about the successful 30-year-old playwright Nigel Williams, his career (after public school and Oxford) as a director at the BBC and as a novelist, his pleasantly chaotic house in desirable Barnes complete with charming wife and baby. But to him that would all be irrelevant in this context. "I'm not important. It's not even the play, but the issues the play is about".

How does he explain his uncanny ability to penetrate "a South London comprehensive" and put 5K so convincingly on stage? Ironically, the answer is that he got to know such kids, what they feel and how they talk, when they were playing truant. Until recently he lived in Brixton, and became friendly with some of the local lads for whom school no longer had anything to offer, but who had nowhere in particular to go.

The spur to write the play, which was clearly produced in a headlong rush of emotional energy, was the collapse of a project in which his wife, Susan Harrison, was working in Smith London. She and two colleagues were examining the relevance of the curriculum to the community in which schools find themselves. Funded by Shelter and the Schools Council, they had been making cassettes with school children among the local people when the money supply dried up.

Nigel Williams sees society's unwillingness to spend money on education as the central issue underlying his play. More money spent might mean less wasted money spent in vain, but the play itself is by no means simplistic.

*Class Enemy* concerns six fifth year boys who spend a whole double period waiting for a teacher. An ineffectual master makes a couple of brief appearances, but these boys are not his responsibility, and anyway the school has given up trying to do anything constructive with them.

To pass the time, they each give a lesson, under the direction of Iron, to whom they look out of fear and respect, as a leader. Iron (all the boys are known by their nicknames) is the enemy of the title; he is at war with the rest of 5K, and with his own social class.

Sweetheart, all frothy fair hair and sharp suits, the wot of the school, his chosen subject is predictably sex. His attempt is greeted with derision: "We don't want facts," says Iron, "give us knowledge". And that is the recurring theme of the play: these boys, who feel themselves abandoned by the system, and have, in turn, rejected it, seek a vaguely defined, but highly desirable commodity called knowledge.

Lessons follow from racks on gardening, from Nipper on bow "the blacks done it" (though he does not apparently see his black classmate, Sneek, as one of them), and from Snatch on his specialty, smashing windows. The two remaining boys, Sky-Light and Iron, have been spotted by a confrontation from the beginning. Sky-Light, resenting Iron's bullying while he sneers at the other's concern for



A climactic moment from *Class Enemy*.

feelings. It turns out that Sky-Light's parents are blind, so his is a practical cookery lesson.

Iron's subject is self-defence, and the inevitable fight develops. But there is no gratuitous violence in the action; it is the aggressive language (four-letter words are constantly repeated) which some teachers might find objectionable, and which might prevent the play being taught in such a class will recognize the authenticity of the dialogue; the aware words cease to be significant in themselves even for school kids in the audience who might at first be tempted to giggle.

When we met, Nigel Williams said he believes the makeshift lesson is probably an experience shared by many which reflects the way people tend to ape the system they know. It is, in its way, an optimistic play, he says, since despite everything, the thirst for knowledge has not been quenched.

He was delighted by the production, and especially by the performances from the young actors, all professionals who have worked with Anna Scher's company but are not long out of school themselves. To the possible criticism that, accurate or

not, the language should not be condoned by an educated adult in an entertainment, he says that presupposes such kids are monsters, already beyond the pale.

Is the play intended to be about individuals and their predicament, or is it a general statement, even propaganda? Nigel Williams says we should feel sympathy for the individuals, but that there is a constant tension for him between the imaginary and documentary elements.

Is the play felt to the teacher? "I have enormous sympathy for him. He's a guy who's had a hard day. These boys are not his responsibility." (At this point his wife cut in to say that no teacher would ignore the aftermath of a bloody fight, and he admitted that he had perhaps over-simplified this.)

Can a play change anything? "I think it can change people's heads a bit." *Class Enemy* is a pamphlet play that packs an extraordinary emotional punch. Nigel Williams has attempted to show honestly the predicament of a portion of the school population which rarely has a chance to speak for itself.

*Class Enemy* runs at the Royal Court Theatre, London, until April 29.

# Retrogressive step?

Tim Albert visits a successful community education centre whose future is threatened

Spitalfields is the kind of place which grinds down not only the people who live there, but also any initiative to try to improve their situation. Set just outside the City of London, its proximity to the docks has made it for centuries the preliminary settling ground of the recently arrived immigrant: first the East Anglians, then the Huguenots, Irish, Jews and, more recently, the Bengalis.

Now, as it presumably has been for centuries, it is still an area of poverty and deprivation, of bad housing and precarious living. Set just outside the City of London, its proximity to the docks has made it for centuries the preliminary settling ground of the recently arrived immigrant: first the East Anglians, then the Huguenots, Irish, Jews and, more recently, the Bengalis.

In this context, the past history and doubtful future of the Montefiore Centre is quite understandable. Operating through the youth service of the ILCA, the centre has been trying to bring education (in an informal, broad sense) to the people who have hitherto found nothing of value in education (in a formal, narrow sense).

Over the past few years it has been quite successful, but at the moment it looks as if the influence of the area is likely to catch up with it. The neigh-

bouring Robert Montefiore School is faced with a rapidly falling intake, and one of the proposed solutions is to merge it with the more successful centre. But that, say centre supporters, will effectively destroy all that the centre has been trying to do.

The history of the Montefiore Centre dates back to 1970, when the local primary school moved away to purpose-built premises down the road. The ILCA gave permission to various community groups—a youth club, a group for mentally handicapped children, a senior citizens' club and a pre-school playgroup—to move into the now-empty premises, and in 1972, following a marriage between a new ILCA policy of community involvement and local pressure, the place became a Community Education Centre.

It was not a peaceful birth. The first warden became ill shortly after taking over, and for several months the centre was in the charge of a variety of tutors from the neighbouring Bethnal Green Institute for Adult Education, a much more traditional institution.

In 1974 Bryan Merton, a former school teacher and community worker, took over, and though he decided to move on last July, his influence is still very much in evidence. David Cheetham, also a trained teacher who was the deputy director, is now acting director. He says that the basic principles have not changed, though there is some consolidation and reorganization.

"People in an area like this have had a long and bitter experience of finding education irrelevant because they have so far failed in it," he says. "So we try to make education accessible to them by

offering a programme of educational and social activities to the whole community, without enlisting formal procedures like fees and selection.

"By acting as a community centre we hope that we will become relevant to local people. Then, by encouraging them to make use of our facilities, to start running things themselves and to have representation on the management of the centre, we try to give them the confidence that their experience of education has so far failed to do. It's education at a basic level—learning skills."

This is done through social events and clubs, through special workshops, through various community services and through the management committee. The original groups still meet regularly, but there are also adult literacy sessions, classes in English, Urdu and Bengali, health workshops (run by a qualified domestic science teacher), drama and communications workshops.

The facilities are used by groups producing a community newspaper, by a callah band, spiritualists, snooker players and a Bible study group. There is a food co-operative which enables elderly people to buy small quantities of food at reasonable prices, and a community transport scheme with three minibuses.

There is also a brightly painted cove on the first floor, where you can get braised steak and two veg for 40p—less if you are a pensioner. "This all fits in with the grand pattern of education: that the people who use these facilities are able to identify their own needs and start organizing things themselves," David Cheetham says.

Full-time staff consists of David Cheetham and a caretaker. But there are a

number of part-timers: the leader of the local council is the tutor-in-charge for administration, and there is another tutor-in-charge for the workshops. There are also part-time tutors for communications (one specializing in photography and video, the other in printing), for the family and theatre workshops, for adult literacy, as well as several part-time youth workers, canteen staff and cleaners.

David Cheetham says: "When I first came to the area in 1973 there was a very low level of community organization and a heavy reliance on professionals for providing social services and meeting local needs."

"It's still very difficult to measure success; after four years we are only beginning."

But things like the Spitalfields project and the Montefiore Centre have played a role in the development of a representative community organization in the area. There have also been significant improvements on the part of some individuals who have now moved on to some kind of formal education or professional training.

But all of this could be ruined by the threat to merge the centre with the school. The current ILCA report on the matter notes that the school, which Rhodes Bryson was once head, has seen its September roll drop drastically from 699 in 1974, to 490 in 1977. In addition there is a growing proportion of non-English-speaking pupils, and a falling proportion of girls.

The answer, says the report, is either to keep the school, though in a smaller form, to close down the school completely and transfer the children to other



Members of the community join in one of the Montefiore workshops.















## 24 Books/CSE

## Medieval and modern

Rosemary O'Day

Mao Tse Tung. By Hugh Purcell. 85340 406 2.  
Joseph Stalin. By David Hayes and F. H. Gregory. 85340 276 0.  
Francis. By Richard Kisch. 85340 301 5.  
Kaiser Bill. By Richard Garrett. 85340 436 4.  
Wayland £3.50 each.  
Medieval People. By J. J. Begley. £3.25. 0 7134 1046 9.  
Tudor People. By John Pines. £2.55. 0 7134 0283 0.  
The Family. By Alan Dures. £3.50. 0 7134 3277 2.  
Crime and Punishment. By Lionel Rose. £3.25. 0 7134 0493 0.  
Barnford.

This selection of history books for the secondary school library represents several approaches to the study of history which may be utilized in project work. Wayland has called its series *Wayland History Makers*. It predictably concerns itself with famous comes, mainly from the recent past, and their impact upon events. They will be useful because they try to grapple with some of the problems involved in treating the very recent past or present objectively. Clearly they will be of use in the teaching of world history and social studies as well as history. The books are quite attractively presented and contain illuminating texts. The literary flairs of fancy may not appeal to many (Kaiser Bill is full of them) but the books are readable and should interest able CSE pupils in twentieth-century issues.

Barnford has additions to two of its established series. *People in Period* is represented by J. J. Begley's *Medieval People* (with his shades of Eileen Poiver's noted work) and John Pines's *Tudor People*. This series adopts and adapts a very interesting alternative approach to that of the usual textbook claiming to show what life was like for people in past ages. Each author takes one person to illustrate the lifestyle of a particular group. For instance, John Begley uses Thomas Holland, Earl of Kent (knights); Richard Whittington and Richard Saly (merchants); Piers the Ploughman (peasants); Abbot Alnvald of Rievaulx (monks); Elizabeth Paeton (housewives); Brother Thomas of Eccleston (friars); Roger Bacon (scientist); Margaret Beaufort (lady); Henry Voeley (craftsman); and William Thorpe (lollard preacher).

The pupil who reads these books cannot fail to gain some understanding of the medieval world picture. There does not seem to be much mention of the fact that the lives of those chosen may not be very typical of the groups—indeed, because so much material has survived about these particular individuals it is almost certain that they were in some way untypical. Nevertheless, the biographies are clearly and intelligently written and strike just the right chord to appeal to pupils with much contemporary, but little or no historical, awareness. They are intended for

project work with the 12 to 16-year-old age group, but are surely a must for the older children of the upper primary school.

Barnford's *Past into Present* series deals with topics which may be useful in project work with the same age group. The quality of the books in this series is rather variable. There is more contemporary history than in the biographical series to present pupils with brief and over-simplified descriptions and explanations which make the historian (perhaps accustomed to over-qualify his statements) shudder with horror. But it is a valuable series and the two books here are welcome additions to it.

Particularly useful and commendable is Alan Dures's *The Family* which introduces pupils to a subject which is much interesting to us today and which has immediate relevance to everyone in our society. The subject is treated in a scholarly fashion and will be helpful to teachers as well as their pupils. I do wish Mr Dures had treated the issue of a peasant family-style separately within the chapter on the pre-industrial society. As many historians have argued that the peasant family may provide the key to changing material and family relationships. Mr Dures hints at this in his section on Ralph Josselin's family life but he should, I think, have taken the time and space to grapple with it more fully. The book will be valuable in social studies as well as history courses.

*Crime and Punishment* treats a topic which is always in the news and which will arouse the interests of pupils. The statements are unimpeachable, a little too sweeping, but the book is nevertheless valuable.

## Familiar themes

Anthony Adams

Contemporary English 1 and 2. By John Foster. Macmillan Education £1.95 each. 0 333 19670 8 and 19671 6.

These are two attractively produced books that in present-day terms are remarkable value for money. They are intended as source books for pupils preparing for CSE and set out to provide the cure of "the students' English course and to develop their ability to use language (both orally and in writing) by setting up situations in which they are motivated to express themselves".

A range of suggestions for work involves most of the activities that might take place in the English classroom and the list of available film material and related reading that each section provides makes a useful resource for the teacher.

"Contemporary" they certainly are in format. It is rarely that I see such well produced books for classroom use. They make effective use of photographs and the typography is lively and interesting without distracting attention from the text. It is the latter that worries me, especially in view of the series title. So far from being contemporary, the books seem to go over yet again the well-worn ground of the thematic approach to English teaching with the socially relevant themes to the forefront that we have all been living with since the days of *Reflections* in 1964.

The roll call for book 1 will summarize what is meant by being young, growing old, Love, sex and marriage; Outsiders; Sport; scene—it does not require much precedence to guess the contents list for book 2. Indeed, apart from the format and design quality, the two books have a disappointingly

old-fashioned feel about them. It is a pity that the material is always in a thematically based (lecture) out of context to illustrate the point of the section in which it appears. It is generally in the original in choice and source that there is a sound balance of pro and con, and the extracts from newspapers, magazines and magazines. The quality of the material is generally high, but it does not appear to have been considered by the compiler.

As a head of department in an early 60s school I was just beginning to look for a new book when I was looking for. But even by the time I came to be a full-time school teacher my stock of books was not so much depleted as it is now. I could supplement my stock with far more genuine contemporary material, straight from yesterday's newspaper in fact.

Likewise, many source books of their kind have a good deal to offer. On those matters of formal style and language with which we are all obsessed or present we are not more help than this book does. It is the onus is on the teacher to make the most of the material. It is the onus is on the teacher to make the most of the material. It is the onus is on the teacher to make the most of the material.

Foreign news outside British shores of influence is not much needed, the only internal foreign event to make the headlines being the storming of the Bastille. Sport, on the other hand, gets pretty full treatment, and there is wide coverage of its sensationalism in all its forms: ballet, flights, aeroplane flight, its glimmer races, and re-

## 25 Books/CSE

## History as news

Jessica Saraga

Headline history. Tudor and Stuart Times. In the Eighteenth Century. The Nineteenth Century. The Twentieth Century. By John Kay. Evans £1.40 each.

This series attempts to "present news as immediate, exciting, and contemporary. Certainly the style is as immediate, exciting, and contemporary as the news itself. It is a pity that the material is always in a thematically based (lecture) out of context to illustrate the point of the section in which it appears. It is generally in the original in choice and source that there is a sound balance of pro and con, and the extracts from newspapers, magazines and magazines. The quality of the material is generally high, but it does not appear to have been considered by the compiler.

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current naval disasters from the 1707 wreck of four warships on the Scillys to the loss of the Titanic in 1912.

Those scenes of triumph and tragedy are all graphically portrayed; perhaps the more so because they are the stuff of which the best headlines are always made. The issues are simple, background information is unnecessary, and drama content is high. But similarly are a strong point, but political events prove more tricky as the on-the-spot and up-to-the-minute style cannot always cope with the amount of explanation needed here. A partial description from the rigours of the headline method was the only possible solution, so where events become complex enough background is given to explain enough hindsight to illuminate, but a "masterly self-control" still enables the author to keep each item short.

This brevity is the essence of the success of headline history; every item tells a story, complete and self-contained, so that the books can be equally useful for reference, for browsing or as course books. An original slant is sometimes derived from the association of disparate events by chronology—everything is described in the order it happened, and there are some unexpected juxtapositions. In the news for 1779-81, for example, the news of the Battle of the Clouds is followed by the news of the Battle of the Clouds.

Foreign news outside British shores of influence is not much needed, the only internal foreign event to make the headlines being the storming of the Bastille. Sport, on the other hand, gets pretty full treatment, and there is wide coverage of its sensationalism in all its forms: ballet, flights, aeroplane flight, its glimmer races, and re-

## Kaleidoscopic variations

Rachel Blake

A James Joyce Selection. Edited by Richard Adams. £1.00.  
Goshawks are Crazy. By Brian Goshawks. Editor: John L. Foster. 95p.

A John Wain Selection. Edited by Geoffrey Hinton. The Experience of Prison. Edited by David Bell. £1.00. Longman Imprint Books.

This series, through its stimulating reading material, encourages closer understanding, a grasp of literary technique and further exploration of the themes in creative writing and other literature. The James Joyce selection of short stories, excerpts from *Portrait of the Artist*, and lyrics, falls down on the quality of the questions. These are all of the "How would you feel?" variety, and lead straight into creative writing, cutting out the intermediate values.

The pieces, grouped under such general headings as growth of awareness, love and conflict, and parents, are well backed up by biographical notes and a map and photographs of Joyce's Dublin. That no attention is paid to the delicate artistry of Joyce's evocations, the rhythm and ritual of his conversation and the natural flow of the stories is a deficiency which some teachers will remedy—but it is not easily supplied by a student reading alone.

The other two collections have the advantage of direct glimpses into the writers' concepts of the short story and its revision, in the authors' own introductions. Brian Goshawks' comprehensive analysis of the sports world links the necessary for a short story to transcend the limited sphere of sport. His main technical preoccupation is with the first person dramatic. The often homely moving stories, mostly about football, are followed by editorial questions which examine carefully a main idea is to bring students who will only read about sport to full-length novels which otherwise they would have benighted.

The editor of the John Wain selection sets over more wheels moving with more searching questions and closer analysis, and effectiveness of technical methods. He moves on to sociological considerations such as the claustrophobia and tension of densely populated urban areas, and a comparison of the pop culture of the twenties and thirties with today's. Closer literary comparisons are invited with other treatments of themes, such as that of brain versus brawn in *Manhood* with David Storey's *This Sporting Life*, or low intellect pitted against wit in today's *King Lear* with Steinbeck's *Of Mice and Men*.

The *Experience of Prison* is the most inaudible of the batch, turning the subject around to show almost every conceivable aspect. Its first-hand quality, literary package and kaleidoscopic variations in subject (the themes are grouped in an index at the end of the collection) of teachers are its main strengths.

The intelligence and total self-awareness of Ron, a psychopath at Grendon: "I'm lacking in something, I'm lacking in a feeling for other people just as a one-eyed man is lacking in a limb," an excerpt from John McVie's account of his growth towards emotional maturity, the spontaneity and exuberance of a woman's liberation song from *Negative Space*, the privileging of human dignity in an old, helpless, toothless, expressionless prisoner in Solzhenitsyn's *One Day in the Life of Ivan Denisovich*: these are just indicators, and each could furnish a novel or a seminar.

But why are there no references for the excellent photographs? A good new many more who or what exactly? That's for it, or even Longman.

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## Ourselves

Illustrated Human Biology. By C. M. Wheeler. £2.50. 7131 0419

Each page (and there are just over 300) in this book is divided into two columns, and there is scarcely one without a diagram. Most columns consist of a large clear diagram, suitably annotated, as well as about an inch or so of written material at the bottom (further information, cross references or instructions for work to be done). In 13 chapters the subject is well covered. The overall presentation of the book is a single, continuous on the back cover. . . . designed for these following courses leading to CSE. . . . but also suitable as a rapid introduction for students intending to cover the subject in more depth.

So far—very good, and I am looking forward to the second edition, in which, I hope, the errors and ambiguities will be eradicated. Among the more obvious mistakes we find oxygen quoted as 30 per cent of the air; a platypus is labelled as a marsupial whilst the koala is called a monotreme. A cell from each sex is said to fuse to form an egg, though later the terms fertilised egg and zygote appear. Egg is a synonym for ovum. Arteries are said to contain cardiac muscle instead of smooth muscle. The text is well written and is well presented, though the many omissions from reaching the print stage.

Harold W. Appleton

## World-wide

Visual Geographies: Unit 6: Our World. By R. M. Foxon and J. D. Foxon. £1.05. 08 020903 3.

Our World brings to a conclusion an excellent regional series which is particularly suitable for CSE. The book deals with the earth our home, the man-made world, the Third World, sea and oceans and the race between food and population. The themes may be rather hackneyed but the clear text and selection of visual illustration make the book a useful one, not only in class work but also of a book for individual study projects.

Bryan Wolke

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Journey Into Maths is a course in mathematics for pupils aged 11 to 13 years. It has been written as a consequence of development work undertaken by the authors in association with Alan Bell. The work has now been in progress for five years, and the materials have been used in trial form with considerable success by schools in Nottinghamshire and other parts of the country.

The materials for the first year of the course consist of five packs of spirit masters, a booklet to develop and practise number skills, and a teacher's guide. Each pack of spirit masters contains 16, 24 or 32 sheets and will provide about 250 copies of each. Both the duplicated sheets (with the exception of pack 5) and the booklet of number skills are reusable.

The first three packs of spirit masters each contain about 6 spirit masters, divided into units as follows:

Pack 1	(0 216 90490 1)	£6.00
Pack 2	(0 216 90491 9)	£6.00
Pack 3	(0 216 90492 7)	£4.00
Pack 4	(0 216 90493 5)	£6.00
Pack 5	(0 216 90494 3)	£6.00
Number Skills 1	(0 216 90500 1)	50p
Teacher's Guide 1	(0 216 90502 8)	£3.00

Please send NGW for full details about this new course

BLACKIE &amp; SON LTD

BISHOPBRIDGE, Glasgow G64 2NZ







## 28 Talkback

## TALKBACK

## Professionals or trade unionists?

Peter Baines

Maurice Kogan ("Good case, bad tactics", March 24) blurs the issues involving teachers' withdrawal from meals supervision.

He suggests the professional responsibilities of teachers are at odds with traditional trade union methods. This presupposes teaching is a profession, when it manifestly is not.

A majority of teachers would probably wish to be treated in a manner befitting those who enjoy unchallenged professional status. But this aspiration does not justify the self-award of the accolade of professionalism.

A profession is self-governing, and exercises a firm control of its own entry. There is no statutory Teachers' Council which might exercise this control; the times report virtually dismissed the possibility of any teacher control of entry, on the grounds that it would inhibit government forward planning.

A profession would be expected

to lay down a professional code of conduct with penalties for breaches. At present epithets of "unprofessionalism" are frequently used, but only mean "what you are doing is something that I believe a teacher should not do".

The current "professionalism" has been used by authority to increase teachers' work without increasing remuneration. Many teachers have fallen willingly into the seductive status trap. Has this something to do with their social vulnerability?

In the fifties and sixties, people with minimal qualifications tried to abate off their working-class backgrounds and ersatz occupations. Starry-eyed, they entered "the teaching profession", and the empty noncommittal became all important. The middle-class professional to the reality of detailed curricula which would specify rights and obligations.

The accession of the NUT and the NAS to the TUC must have come as a profound shock to the "new professionals". But the Executives of the two unions took this decision to prevent individual teachers from joining the TGWU and NUPE, as a number had already done. Membership of the TUC meant the teachers' unions could have been accused of "poaching" but they continued to accept teachers.

Sir:—In 1974 I edited a collection of autobiographies of working people of the nineteenth and early twentieth centuries under the title *Useful Toil*, which has recently been republished by Penguin Books. This was concerned with the working experiences of domestic servants, agricultural labourers, miners, cotton workers, printers, stonemasons and others: many of the contributions were original, first-hand accounts by "ordinary" people who had never expected to see themselves in print.

I am now working on a similar collection of autobiographies which will concentrate on childhood,

The withdrawal of school meal supervision has demonstrated that teachers put in a great deal of unpaid overtime, something that other workers would reject instantly, if such a thing were required of them. Many teachers, perhaps a majority, devote hours of their own time to fund-raising, arranging excursions, consultations with parents, games supervision and attendance at in-service courses.

Even the "Niao to Four" teachers must devote extra hours to preparing and marking. It is unrealistic to think of the short school day. For teachers who can pursue varied interests outside education must put in considerable extra work, if only to ensure they reach the required level of pedagogical efficiency.

The union should press for contracts that make for every teacher's work to be organized out-of-school activity. If, after consultations, it is decided that school meals have some educative value, then teachers willing to undertake supervision should be paid at a realistic hourly rate. The unwilling doing of a free lunch often mediocrity, one of the reasons supervising should become a thing of the past. It smacks of the unseemly arrangements of "Dorothy's Hall".

Peter Baines is head of history, Maybury Junior High School, Holi.

## School into print

Roy Hill

It has always seemed a pity to me that excellent pieces of student work are seen only by the teachers marking them, or possibly the rest of the classes. In an attempt to reach a wider readership, Northamptonshire published a book of poems from schools and colleges. This book had a limited success—limited, in fact, to 600 copies—and the publishers paid the bill.

We now print 50,000 copies of examples of students' work once a month, and it costs nothing! The firm which does the printing even pays our expenses. Our local newspaper, *The Chronicle and Echo*, uses material provided by the schools for a monthly full-page feature called *Out of School, Into Print*. The material is usually verse, although the features edit also welcome stories and articles.

Each page is illustrated by drawings and photographs by students;

we have even published the manuscript of an original piece of music written for the flute by a 14-year-old boy.

Each month a different theme is used. We have had Love on St. Valentine's Day; Dreams; Violence; the Inevitable Christmas; Beginnings when Shirley Williams opened the new buildings for Northampton's old established School for Girls (all the work for this particular page was provided by girls of the school); Fear; Old and New.

We are now working towards a page with contributions from students in Northampton, Mass. too. If we do, a page of teachers' work will be included. The teachers' work have been so pleased with the feature that they are sponsoring an anthology of poems from Northamptonshire schools and colleges to be published in the autumn. All the profits from the project will go to a children's charity.

The main problem is choosing the month will see me sifting through about 150 pieces of work, ranging from a seven-year-old rhyme, through a middle school class attempt at Haiku, to the mature verse of an Oxford graduate.

The sense of achievement in seeing one's work in print is tremendous. This sense of pride should be belittled. Tom Mayes, the poet-furniture editor, claims his love for words sprang from seeing in print a letter he had written to a magazine while still a schoolboy.

The provision of a monthly theme with the carrot of possible publication is a stimulus for writing in the schools. The consequence publishing section can be of enormous value.

The page is a great step towards far education in our town and county. Probably 100,000 people see the work done in schools and colleges, work which is a credit to both staff and pupils.

Roy Hill is head of communication studies, School of Humanities, Northampton.

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## TES TRAVEL OFFER



## Package to India

The Times Educational Supplement is arranging in conjunction with Lunn Poly and Air India a two-week trip to North West India departing from London on July 23 1978. The tour will cost a modest £520 and will visit Delhi, Agra, Jaipur, Chandigarh, Patiala and Simla. Visits of educational interest will also be included.

The tour's guides are suitably expert and its hotels (and the palatial superb—the sumptuous Rambagh Palace at Jaipur for instance)—are a maharajah's residence and is still staffed by many of the old servants.

## Where you go

Day 1—Stay at Oberoi Maidens hotel, Delhi. Evening reception to meet local people involved in education.

Day 2—Tour of New Delhi and neighbouring ancient monuments and temples. Afternoon visit to Delhi university.

Day 3—Tour of Old Delhi and Mughal palaces. Afternoon visit to local school.

Day 4—Free.

Day 5—Fly to Jaipur, stay at Rambagh hotel. Tour of Amber Fort, observatory, palaces, city centre.

Day 6—Visit local village and if possible school. Afternoon free. Fly to Agra; stay at Holiday Inn.

Day 7—Visit Fatehpur Sikri and Sikandi, Taj Mahal, and Agra antiquities. Travel back by Taj Express to Delhi.

Day 8—Coach trip to Chandigarh, Oberoi Mount View hotel.

Day 9—Tour of locality, visit to village and school; free afternoon.

Day 10—Excursion to Patiala, and meeting with members of local Sikh community.

Day 11—Drive to Simla, stay in Oberoi Clarks hotel.

Day 12—Free, optional walking or bus tour.

Day 13—Drive to Chandigarh, fly to Delhi.

Day 14—Fly to Heathrow.

## TES NORTH INDIA TOUR BOOKING FORM

To book your holiday, please complete and return this coupon (Please use Block Capitals)

Outward Date: \_\_\_\_\_

Room type (if you are willing to share please state age) \_\_\_\_\_

The names of those travelling holiday party are (sally, M, Mrs, Miss, Mr) \_\_\_\_\_

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel. No. (Day) \_\_\_\_\_ (Evening) \_\_\_\_\_

Signature \_\_\_\_\_

I enclose my deposit of £50 per person, plus £100 per person for the tour. Your deposit order should be made payable to Lunn Poly.

For completion with Lunn Poly and Air India. All bookings are made and accepted subject to the Company's Standard Booking Conditions, copies of which can be obtained from the Company's Standard Booking Conditions, copies of which can be obtained from the Company's Standard Booking Conditions.

Booking Conditions available from Lunn Poly, 10, Abchurch Lane, London EC4N 3DF.

Please return this booking form to Lunn Poly, 10, Abchurch Lane, London EC4N 3DF.

Lunn Poly, Group Travel Operations, 10, Abchurch Lane, London EC4N 3DF.

Reference No. \_\_\_\_\_

## ilea

Inner London Education Authority

## For teaching posts in Inner London

See pages 38, 39, 40



## APOLOGY

We apologize for being unable to correct all classified advertisements in this week's issue of The Times Educational Supplement. While we realize that this may cause inconvenience we do ask the understanding of the l.e.s., schools and colleges. We suggest that the readers reply to advertisements in the normal way.

## ilea

Inner London Education Authority

## WENTWORTH NURSERY SCHOOL

Casland Road, E.9

## Headship

Applications are invited from teachers with training and experience in nursery education which is now vacant. Roll 71 part-time pupils; Burnham Group 1, salary £5,070-£5,652 (subject to statutory approval) plus £402 London Allowance.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, SE1. Closing date for return of completed application forms 8 May.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, SE1. Closing date for return of completed application forms 8 May.







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in May, 1978.

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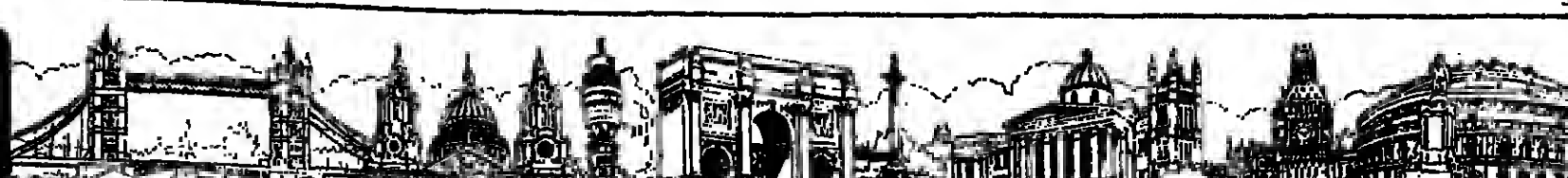












The Centre for Urban Educational Studies, 32 Abernethy Park, is a charitable establishment for the promotion and advancement of higher education. The unit produces a resource bank of research information, documenting public sector education in the UK and providing reference via its database.

مكتبة



**REIDBRIDGE**  
London, England, U.K.

Mr Barnabas Hinde, wron  
Lewisa, Hill 7893)  
Telephone number 0161 2  
Headmaster: Mr A. L. H.  
N.A.  
suitably qualified and  
TEACHING IN VARIOUS CL  
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Further details and  
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**Scale 1 Posts**

**AVON**  
Community of  
**PRIDLEY SCHOOL.**  
Durham Way, Weston  
CHURCH  
(new comprehensive, ele-  
mentary, 36 to 16)  
Required September —  
**TEACHING of NINETEEN**  
work in integrated class  
to be called to  
prepare two references  
S.A.E. for acknowledgment  
their details.

**AVON COUNTY**  
**KINGSFIELD SCHOOL.**  
Kingsfield, Bristol Dist.

Comprehensive first two  
College and Sixth Form  
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**BARKING**  
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**PAISLES MANOR**  
**COMPREHENSIVE SCH**

London Addition & Subtractions of removed approved cases. See Brooks Allowance.

**BARKING**  
(London Borough of)  
**WARREN COMPREHENSIVE**  
**SCHOOL**  
(Roll 1,102)  
Whelebone Lane, North  
Hatch, Romford, Essex

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**BENKINS**  
LIV' & BEATH HOUSE  
11111 North Road, TU  
Reading ROX STY  
Reopened in September  
'o 18 Comprehensive  
A TEACHER of EN  
GRAFT OF DOMEST

**BRADFORD (City of Metropolitan Council)**  
**IRVINGHEAD GRAMMAR**  
 Insured for £250,000

Application forms  
combined from the Staff  
Union, Directorate  
General, Brussels, 21

**BRADFORD (City)**  
METROPOLITAN COU.  
THE ORANGE SCHOOL  
COMMUNITY CENTER

1160 in the Sixth Period Required for September earlier if possible (from 1978).

A TEACHER of 1100 MUCH, Scale 1, with 0 in need of a staff. The person in the first in Maternity Leave. The teacher will be involved in work at C.S.E.

Further information post and school, a form, may be obtained from Teacher, The Cloyce's Lane, 1120 S.E. 1st, Miami, Fla. 33131. Please call for more information.

**BUCKINGHAMSHIRE**  
MILTON KEYNES  
LEON SCHOOL  
Bletchley  
Qualified Comprehensive  
approximately 1,000  
pupils required for September  
TEACHING (male/fem)  
ART/NEEDLEWORK

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Mr. J. B. Bradshaw  
Editor, Park Branch  
Post Office, Little  
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Road, Highway 1000  
April 1978.  
Bradford: CT 1000

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Virginia House, Tyrol  
Road B.O.I.N.P. and  
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of the Green House  
Road, Highway 1000  
April 1978.  
Bradford: CT 1000

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Further information  
from school  
forms may be obtained  
from Teacher, The  
(S.A.S.) No. 11  
trial forms should be  
sent May, 1978  
Reference: ST 1707

approximately 1,000  
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ART NEEDS WORK  
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the book from the  
series will be available  
Application by letter  
to the publisher, Mr.  
Evelyn, 2500 North  
Street, Suite 100,  
Chicago, Illinois 60614  
address of two re-























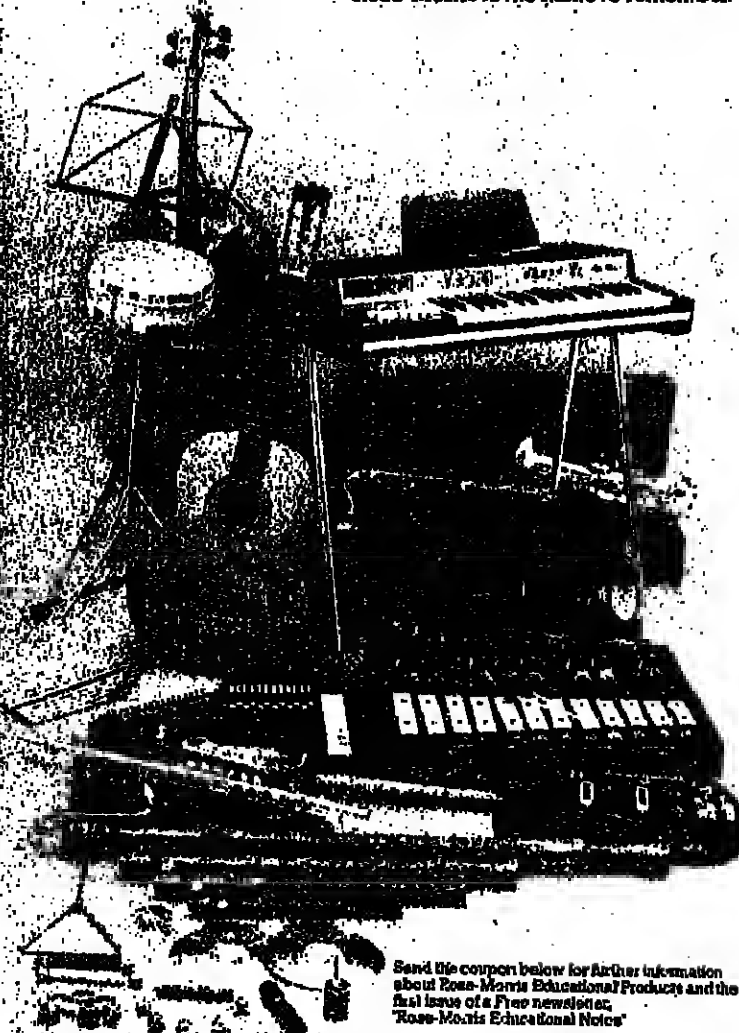
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## MUSIC FOR SCHOOLS

If you need Recorders, Drums, Cymbals, Whistles, Warblers, Bells, Saxophones, Violins, Music Stands, Guitars, Electric Organs, Zithers, Cellos, Chime Bars, Flageolets, Triangles, Double Basses, Casianets, Strings or Flutes, Rose-Morris is the name to remember.



Send the coupon below for further information about Rose-Morris Educational Products and the full range of a Free Newsletter, 'Rose-Morris Educational Notes'.

**Rose-Morris**  
21 St. Charles Street, London, W1R 1JF.  
Telephone 01-2674181.

## Striking a light

Dave Gelly introduces Tinderbox

Tinderbox is not the only travelling music event for schoolchildren, but it is certainly one of the best. It is presented by two unusually versatile musicians, David Moses and Friedemann Witken, who play, sing, tell stories, fool about, and turn even the most crowded school hall into a kind of musical party.

It is enormous fun, but when it is over the children have learnt a few basic musical principles, and—perhaps more important—have experienced live, professionally played music at close quarters.

They manage to cram an extraordinary amount into their hour-long show, particularly audience participation. Anyone with experience of this kind of thing will know that the trouble is to get everybody bubbling without actually boiling over into a riot. Tinderbox brings the trick off perfectly.

They can get several hundred assorted kids to sing, clap, chant and call out answers. They bring volunteers out of the audience to form an impromptu orchestra of chimebars and percussion; rehearse them and produce a very passable performance in the space of a few minutes. For all its casual ease it is quite a tour de force.

The learning part is entirely painless. For instance, they get across the principle that "bigger means lower" by producing ever-larger recorders, from descant to bass, and playing them in a constantly changing duet. Similarly, the range of music which can be produced from the guitar is vividly conveyed by brief examples of flamenco (very fiery and furiously accomplished) to gentle folk strumming.

Advanced electronics as applied to rock music, even if they do not know how they are achieved. To devise a show for them meant incorporating a p.a. system and some modest electronic gadgetry.

Using fuzz box, digital delay and phaser they demonstrate first how the sound of acoustic instruments can be modified and then pass on to purely electric guitar, bass guitar, and so on. The whole programme is helped along by a moderately lunatic spruce story featuring Captain Biggles, in which the audience are called upon to make various outlandish noises.

Because secondary pupils range from sub-teens to sixth formers (and everybody knows that people aged 15 to 18 are deeply conscious of their dignity), there is less participation for older unities and the explanations are a little longer and more technical.

Recently Tinderbox have begun giving evening shows to parent-teacher meetings and community groups. These present a special problem because, as David Moses points out, children are settled and fairly calm in school where, surrounded by their mums and dads (and other people's mums and dads) they are much more self-conscious. Nevertheless, by adopting the pro-

gramme in the afternoon, some very rewarding sessions can be achieved. The common strand uniting all the various Tinderbox programmes is the demonstration of different forms of music, from all over the world and from many historical periods.

Even in the electronic show this is retained, with folk songs, ethnic instruments and snippets of melody from the Middle Ages to Erik Satie. Whether it is "Jamaica Farewell" played on two African thumb-pianos or an English folk song in the style of Bart Jansch and John Renbourn, every performance sets out to celebrate the infinite variety of music which is there to be enjoyed.

I have seen many educational music-shows but rarely come across happier or more satisfied customers. The explanation lies partly in the easy familiarity and sheer good nature which Tinderbox brings to the job. But there is more to it than that.

David Moses and Friedemann Witken are not just fooling around and even the youngest member of the audience seems to realise that their ability to handle that arsenal of instruments is out of the ordinary. It is the precision, the expertise of it, which finally does the trick.



## Society event

Have you ever heard of the Music in Schools Conference? Did you know that since 1964 it has been an annual event? It is a one-day conference organized by a committee formed of representatives of twenty societies and associations connected with music in education.

Each society takes it in turn to run and themes so far include Music with the Dwindling Strings for the Future, Wandwring and Brass in Schools, Full Orchestra, The Pleasures of Singing, Improvisation in Education and The Recorder—an Instrument for Life. Distinguished speakers have figured at these conferences but they are by no means restricted to lectures. Most of them have included musical contributions from children, and often from the participants.

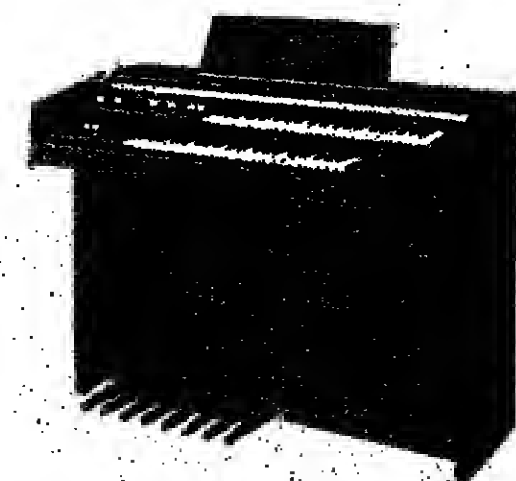
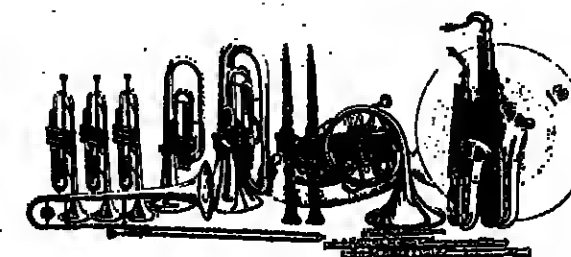
This year the course is in London at Philippa Fewcett and Furzedown College of Education, and takes place on May 20.

Called "A Taste of Orfery", it will offer anyone interested in Cud Driff's approach to music education a chance to see groups of children at work, to participate in some practical music making themselves, and to join in a discussion with experienced teachers in this field.

There will be a display of instruments, music, articles, books and recordings.

Further information from the Conference Secretary, 31 Redfern Crescent, London SW15 5JX.

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To cater for the complete needs of school and club orchestras, Yamaha provides a comprehensive selection of musical instruments of all types: classical guitars, recorders, percussion, brass and wind instruments, all made from materials carefully selected at source for their perfect quality and crafted by experts to unrivalled standards of tolerance and finish.

Already used by over 2 million music students throughout the world, the Yamaha B4DR electronic organ is the ideal 'all-purpose' musical instrument. The amazing versatility and clarity of sound provides the bright 'orchestral' tone so many conventional electronic organs lack. With an outstanding record of reliability and durability, the Yamaha B4DR is the perfect accompaniment for every school function and fulfils an unrivalled variety of roles in school music. As well as an extensive range of music available, the music tutor will also appreciate the 670-page "Practical Guide to Arranging Popular Music" available with this model.

Dedication to the ideal of superlative quality has produced the world-famous range of Yamaha pianos.

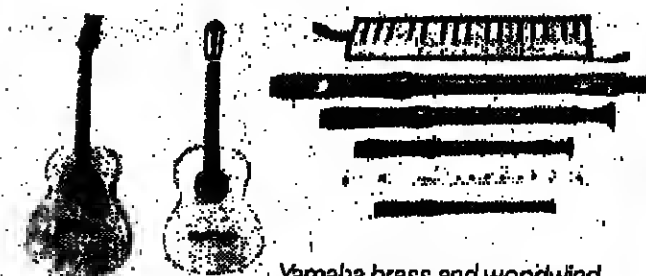
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The original Hawkes School Series has been the mainstay of the school orchestra library for the past fifty years. Now that the level of technical proficiency among young players has dramatically improved and a wider availability of instruments—especially wind instruments in schools, we are introducing two new series: the HSS200 and HSS300 editions.

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HSS300 will contain works by notable living composers as well as music by older masters. Whereas both the original HSS and the new HSS200 series each has its own standard instrumentation with cues parts, HSS300 consists of works that can be performed only in the instrumentation specified by the composer.

Further details of the Hawkes School Series are available from The Sales Promotion Department, Boosey & Hawkes Music Publishers Limited, The Hyde, Edgware Road, London, NW9 6JN (Tel: 01-205 3861). Schools and music libraries can apply for inspection copies of scores.

The first titles to be published in the HSS200 edition are:  
HSS201 J & B Bach Three Chorales, arranged by David Stone (The 'Passion' Chorale, Praise the Word and Sleepers, Wake!)  
HSS202 Franz Schubert Ballet Music No. 2, from 'Rosamunde', arranged by David Stone

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HSS301 Peter Maxwell Davies Five Kites Pictures  
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## Money well spent?

The Colouste Gulbenkian Foundation recently announced the winners of its 1978 Music Fellowships to two pianists and a singer. For the past four years the scheme has rewarded only cellists, pianists, and singers (15 of them) and only one girl. There must be a useful glut by now of outstandingly talented young musical performers, and it is a pity that for a few years in the past they have been unable to learn repertoire, perfect technique and establish their careers on a firm basis. (Geographical difficulties, and their non-secure income of £1,000 a year. You can forego a £1,000 a year these days. This sort of pointless gesture is treating musicians like livestock. If Gulbenkian intends to promote the art of music and not just its talented performers, it would do better by investing in those instruments and talents capable of achieving most to the sum of musical knowledge. If it were really interested in orthodox careers, the money would better be offered as an endowment to an agency. At present it is merely buying up superfluous talent.)

Robin Maconie

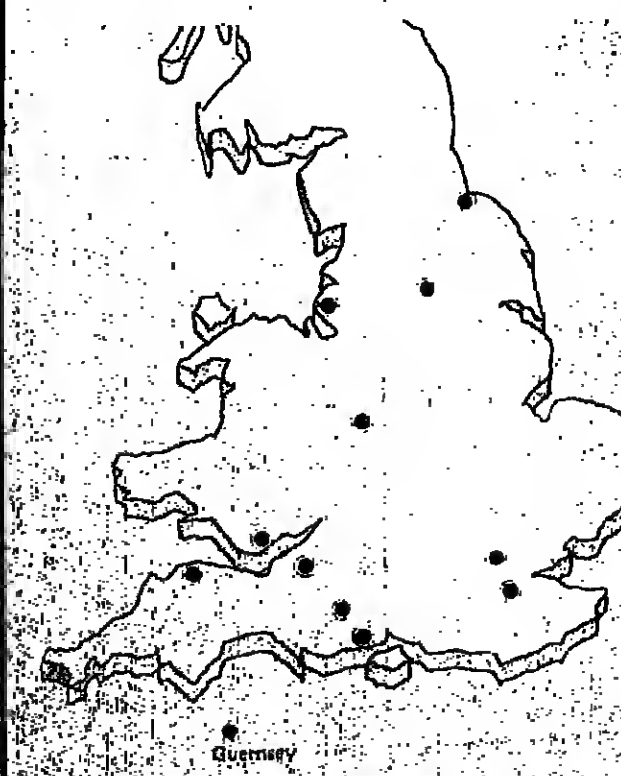
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**MUSIC FOR PLEASURE** Using spare time sensibly means being active, doing enjoyable things that take the strain out of every day life and contribute to relaxation and recreation. For this reason, especially of one's own making, is the best basis. The following information will explain how it is possible to learn to play the organ very easily using the right method. Now-a-days, the Yamaha system is taught in many countries of the world. Millions of children and adults without any previous experience have learned to play in Yamaha Music Schools. If a pupil can turn a tune and like to tap out a rhythm, then he is going to be able to play the organ.

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## \*Music books from Cambridge

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A series of beautifully designed and illustrated booklets providing teachers with a range of projects to enable them to encourage and develop children's own musical creativity. Each *Sound Track* consists of five different booklets, containing ideas and suggestions for practical music making, and links for creative writing in English and work in the dramatic and visual arts. For use with children of 9 or 10 or upwards, working in small groups in the classroom, sharing ideas and comparing results.

### At the Songs

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## Where music rules

Cecilia Ditton visits a Hull primary school

"When I was a child at this school, in the thirties, one child had to play a march or a hymn as we marched out of assembly. Oh, it was horrid. And Sister used to bang away on the piano... we had a good percussion band then, but that was about all."

Sister Mary Austin, headmistress of Endleigh RC Primary in Hull, now goes home every evening with music playing in her ears, wishing never to hear another note again—until tomorrow.

Most children on leaving the school at the age of nine (Hull operates a three-tier system) are able to play, at the very least, a few notes of music. Many play two or three instruments and are well on the way up the grade ladder. Several have ended up later with further education music scholarships. Only nine out of 33 in the top class, for instance, don't play an instrument, and every child that plays does so every day—at playtime or after school. Music permeates the entire life of the school with football as the only serious rival.

8.30. Already, the sound of sackbuts, recorders, shawms, from a record of Renaissance dance music filters through into the playground.

9.00. Assembly. Cross-legged, brown and yellow-clad figures listen with rapt attention to the very slow, quiet words of St Mary; leap up to collect castanets and bamboo sticks for the donkey (Palm Sunday was approaching) and, in carefully sub-divided and remarkably disciplined rhythms, chatter their way out of the hall.

10.40. The playground fills—or, rather, half fills: two large recorder groups hurry to the music room which is hung with certificates, charts, photographs (competition, motivation, achievement bonus for a hour's trouble), open books for record sleeves. "Right, first notes. An almost unison F. 'Lo's go. Are you standing on both feet?'"

"What was the worst thing you did then?" The children have to be their own judges. Five to seven play "Three Kings" in two parts and eight and nine play Handel's march from *Rinaldo* in three parts. 12.30. Lunchtime. The orchestra—40 children from five to nine years old—takes about 10 minutes to get itself ready. ("If they don't come, I don't chase them—unless it's for a function. Then I have to go. Here.") "Listen carefully to the A and see if yours matches. I don't want to have to go all round."

They practice Brian Bennett's *Winter* and the *Skye Boat Song* for a forthcoming music festival where they'll compete with Junior Highs—up to 14-year-olds.

A strong singing quality comes from even the youngest of the string players, in broad warm phrases. Some of the recorder players follow the stage directions just a bit too closely. The percussionists do not, on the whole, overdo it. Sister Mary is at the piano. She does not conduct, she is all done by listening and there is great chamber music rapport. In odd moments, while she is giving out the music, she plays short phrases on the piano and six- and seven-year-olds pick out an interrupted, a perfect, a long phrase cadence.

1.30. A class of seven or eight six- and nine-year-old guitarists (two guitar groups and two recorder groups practise each lunch hour) play under the direction of Sister Mary. They play a scale past each other, a three-part setting of a local exhibition of early instruments and music. Beginners strum and accompany on open strings, but soon learn to pick out parts and play in classical style. St Ann-Marie thinks this is better and more useful musically at this stage.

1.45. A group of five to six-year-old recorder players try to perfect the first three notes of *Three Blind Mice*. It is the round tune that matches at this stage, and teacher plays the record. A bit later on, they will start to move from individual cards, decorated with their names and an anthropomorphic recorder, one per scale or arpeggio.

Singing goes on, as usual, in the weekly class music lesson and then to all important. There is even a list of names in the music room, under the heading "I can sing in tune". And it grows weekly. Com-



Sister Mary Austin with a group of children from Endleigh RC Primary School, Hull.

petition and incentive again; you can put out into the choir unless you are on the list. "Well, it's like running. Some get there faster than others and there's great rejoicing among them when one sings a G in time for the first time." So the choir sing perfectly in tune, are rehearsed for their native accents ("It's 'overcast'—drop yer jaw!") and, again, have to discover for themselves if anyone is singing a wrong note.

It is not every music teacher's way, nor is it everybody's ideal. But the enthusiasm of the children is boundless. Several have to be strongly urged to go out at playtime in the lunch hour and on Wednesday evenings they can come back for more, playing in the weekly recorder club with pupils of all ages.

Seventy-five per cent of those who start an instrument carry on with it. St Mary is fortunate in having fairly highly motivated children, from all types of social background. But she admits to a sneaking hesitancy to try her hand in a tougher school.

Remember Cullinham at the end of last year? "The role of the class music teacher goes far beyond the identification of talent. The class music teacher must be intimately concerned in the whole process of sparking off individual talent." And for St Mary Austin, who does it all add up to? "Well, if I sat down and thought about it, I suppose it would all be about communicating, relaxing, spiritual discipline. For me, it's the thing I can do best—and it gets me out of history."

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## A challenge to the system

By Paul Farmer

For some time now sociologists have been talking about the social construction of knowledge: in other words, they have claimed that knowledge is not just there to be acquired, but is something which is created in this way. This suggests that what counts as knowledge in our society rather depends on those in control.

It seems to me that music education is a good example of a subject where this construction of knowledge has indeed occurred, where knowledge at the top of the educational hierarchy has fashioned a model of music education which has remained the same for a great many years, and which is only just beginning to be effectively challenged.

The most influential influence on our educational subject over the last 100 years has of course been the curriculum, of which music as a subject has had its fair share: from the first grades of the exam boards to the almost legendary multiplicity of choice. And as with all forms of testing, the danger of the test is that it is very great. Where it does influence what is taught, the test or exam usually has a very strong effect on the teaching, with less or more star lessons geared specifically to the examination syllabus, to the exclusion of everything else.

The concentration for months on three mediocre pieces, and a handful of sales and car tests will be only too familiar to many.

But there is worse to come. What if there are some things about the subject which cannot be tested? What if skills and abilities exist which cannot be measured? The effect of the examination which has to exclude these skills is also curiously to exclude them from the lesson too, since many teachers feel that what does not appear in the examination cannot be worth bothering with.

It is perhaps for this reason that so many traits of what we would consider a "musical" education have not been encouraged over the years, while other techniques have been continuously limited down through the examination system. For example, how many pupils who consider themselves musicians are actually able to improvise or compose effectively? These are not skills which have been encouraged by the music educational establishment. Yet these same pupils can write out scales in many different keys, know a great many names of composers, and can write an "answer" to a given musical phrase—providing it is only four bars of music.

Perhaps the most glaring example of music educationists' construction of knowledge has been in GCE music. For many years it has been possible to gain a pass at O level without even being able to play an instrument, with the great majority of work in the exam being of a purely academic nature. Even now, at A level, has pre-qualified a teacher a candidate for the grade, this has been given for performance, even to the candidate who has a performer's diploma. Of course the worst effect of an examination system has been on the school syllabuses themselves, so that academic work about music has come to be regarded in fourth and fifth years of secondary schools as more important than actual work, and the effect that this has had on talented, but non-musical musicians may have been damaging.

These school examinations have had an effect on the non-musical work of music players, with the range of music they are able to play being restricted, at least to "western" styles, thus effectively limiting the many other areas of musical culture and at times time be involved with music.

The most obvious example of this is the place that pop music has taken in O-level and even in A-level music. The inclusion of that subject of music in the examination system. The pop music development of the use of music in education has been a development by the exam-

ation boards themselves. Indeed, to judge from current syllabuses, where it appears at best as a possible project, pop music might not exist, in spite of the fact that its importance to adolescents appears an enormous and rich industry.

How else can a subject as important to so many pupils not get into the school curriculum, except by the conscious exclusion of it by those in positions of power? Here is perhaps the supreme example of the special destruction of knowledge, for we can be sure that if the study of pop music were to become a major part of O-level or CSE music, then music departments would be massively over-subscribed tomorrow. Would it be too cynical of me to suggest that perhaps this is just what is not wanted?

Paul Farmer is head of the faculty of communication studies at The Stoke High School, Ipswich, and writes here in a personal capacity. He is co-author of *Pop Workbook* (Edward Arnold Ltd), a recently published class textbook on pop.



## In the steps of Suzuki

By Peter Crump

Mention "Suzuki piano" in Britain, and few people are likely to understand. But over the past four years I have built up a practice of teaching the piano using and adapting the approach pioneered by Shinichi Suzuki in teaching the violin.

Suzuki has himself devised a piano method and I have preferred to decide many details of actual teaching technique and of syllabus for myself.

There seem to be two views of Suzuki teaching: the first is that the true Suzuki teacher is one who not only uses Suzuki's methods exclusively but also the syllabuses published over his name; the second is that the basic idea is the important part, and that individual teachers are free to decide details for themselves. Although primarily a question of semantics one can sympathize with the purists who do not want to see the ideal diluted or modified out of recognition. It is, of course, a familiar conflict.

The main characteristics of the approach are by now quite well-known: start young, involve parents very closely, and learn without reading at the early stages.

The right starting point is when a child will obey a very simple command, such as play a single note on the piano or percussion instrument, and when it will copy exactly what you show it. The child will be able to copy a simple rhythm on a single note with one finger, then learn to play the same rhythm on an adjacent note with the next finger, and then together one after the other.

After, say, four notes taught like this, hands separately, the pupil can then learn to play the same passage, hands together in octaves, and so on to the end of the piece.

Early pieces consist of rhythmic variations on the same two notes which for obvious reasons lie under the five fingers. Care is taken to see that the pupil plays on fingertips even if it means playing with vertical fingers. This helps to develop good hand position. Small hands and fingers are no problem nor is it necessary to have a small-size piano.

Children aged between three or four is quite ready to begin. The teacher is not burdened with the complication of reading and at this age one can teach small units one at a time and build up the piece gradually. The units can be very small, sometimes just a single note. At all stages care must be taken to see that the details of the music are learnt as thoroughly as possible.

At these early stages, teaching at the keyboard is combined with listening games, hand-position games, rhythmic work on percussion, and singing. This side of the work is best done in groups.

Parents—usually mothers but frequently fathers—and also observers who are always welcome, are closely involved. In fact their enthusiasm is vital, for they must work with the children at home, to reinforce what was done at the lesson. They must also ensure that learning becomes an integral part of their children's lives, as normal as eating and sleeping, in short provide a positive environment of music learning. The approach is, of course, directed by adults, and continued on opposite page

## HOHNER for Recorders

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from September 1 for a Lectureship £3,744 to £5,985, subject to a 10% increase in 1978. The 3-year specialist college training is preferably with experience in Science (Cookery, Nutrition, Food Science) at 'A' and 'A' levels and the college enters candidates on one of the JMB. Importance of modern multi-disciplinary teaching.

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Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (see foilsap) from the Head of the schools.

STAP forms accepted from students for first appointments only.

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**Strode College, Stroal, Somerset  
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A vacancy exists from September 1 for a Lecturer Grade II, Salary scale £3,744 to £5,895, subject to reduction with effect from April 1, 1975.

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For September, 1979:

- (i) Teacher of MATHEMATICS, Scale 2, Experienced teacher, to be responsible for CSE syllabus (Mode 3) within the department.
- (ii) Teacher of MATHEMATICS, Scale 1.

(iii) Teacher of GIRLS' PHYSICAL EDUCATION, Scale 1.

(iv) COMMUNITY TUTOR, Scale 3. To administer the Community Education and Adult Education programmes within the school's catchment area.

Closing date, April 28.

King Arthur's Secondary, Wincanton

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For September, 1979, teacher of GEOGRAPHY, Scale 1. To teach a full share in the work of the department. CBE and 'O' level courses fully established.  
Closing date, April 29.  
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Comprehensive reorganization planned for September, 1979.

**Middle Schools**  
Oakfield Middle, Frome  
(Nine to 12 years of age)

(i) Teacher of GIRLS' PHYSICAL EDUCATION, Scale 1, who is also able to offer Drama.

(ii) Qualified and enthusiastic teacher to be HEAD OF THE RELIGIOUS EDUCATION DEPARTMENT, Scale 2.

Applications by letter to the Head of the school, giving full career details and the names of two referees.

Closing date, April 29.

## Primary Headship

Wookey County Primary, near Wells  
For September, 1979, HEAD of this Group 3 school.  
Application form and details (see) from Steffling  
Section (T) Education Department, County Hall,  
Taunton.  
Closing date, April 22

### Primary

St Mary's VC Primary, Bridgwater  
(380)  
For September, 1978, fully qualified and experienced teacher for general classroom teaching and responsibility for Games and Physical Education throughout

**Others**

**Warden of Taunton Education Centre**  
Applications are invited from well qualified and experienced teachers for the post of Education Centre Warden, Scale 4, to be based at Taunton Hill Jo, be

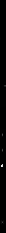
Application form and details (see) from Staffing Section, (T), Education Department, County Hall, Taunton. Closing date, April 28.







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Unless otherwise stated:—  
Closing date is fourteen days after the appearance of the advertisement.  
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.  
For other posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and to names of two referees.  
The post reference number should be quoted on all correspondence.  
Applications requiring acknowledgement and request for forms and details should be accompanied by a stamped, addressed envelope.

**DEPUTY HEADSHIP:** Neville Road, Leeds, LS9 0HA. Telephone: Leeds 692134

From September this school will become a mixed comprehensive upper school for pupils from 14 years as a result of reorganising. An

**WJ14 THE BENJAMIN GOTTLIGH SCHOOL** (No. on roll: 650 + 13-19 years)

1 Goodwin Avenue, Leeds, LS12 2RL. Telephone: Leeds 753808/753977

40% Applicants must be suitably qualified and experienced for application to this type of school, which specializes in the treatment and short-term therapy of children from three to 16 years of age, with communication and emotional disorders. Serious applicants

performance which exist in schools. It is also well expected to encourage the creative use of linguistic, verbal and artistic skills through drama, and other areas of the curriculum. At present the drama department works closely with the music and P.E. depart-

ment and expects to expand its role in the future.

**SCHOOL POSTS**

Headmaster  
Deputy Headmaster  
Assistant Headmaster  
Senior Lecturer  
Middle School Teacher  
Lower School Teacher  
Nursery School Teacher  
Specialist Teacher  
Classroom Assistant  
Library Assistant  
Canteen Assistant  
School Nurse  
School Secretary  
School Porter  
School Cook  
School Cleaner  
School Gardener  
School Janitor  
School Driver  
School Bus Driver  
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School Driver  
School Bus Driver

REAR NORTHWAYS STUDIO, INC., on roll 45; 8-16 years; 1 telephone, 1 car. 12101, 12102, 12103, 12104, 12105, 12106, 12107, 12108, 12109, 12110, 12111, 12112, 12113, 12114, 12115, 12116, 12117, 12118, 12119, 12120, 12121, 12122, 12123, 12124, 12125, 12126, 12127, 12128, 12129, 12130, 12131, 12132, 12133, 12134, 12135, 12136, 12137, 12138, 12139, 12140, 12141, 12142, 12143, 12144, 12145, 12146, 12147, 12148, 12149, 12150, 12151, 12152, 12153, 12154, 12155, 12156, 12157, 12158, 12159, 12160, 12161, 12162, 12163, 12164, 12165, 12166, 12167, 12168, 12169, 12170, 12171, 12172, 12173, 12174, 12175, 12176, 12177, 12178, 12179, 12180, 12181, 12182, 12183, 12184, 12185, 12186, 12187, 12188, 12189, 12190, 12191, 12192, 12193, 12194, 12195, 12196, 12197, 12198, 12199, 12200, 12201, 12202, 12203, 12204, 12205, 12206, 12207, 12208, 12209, 12210, 12211, 12212, 12213, 12214, 12215, 12216, 12217, 12218, 12219, 12220, 12221, 12222, 12223, 12224, 12225, 12226, 12227, 12228, 12229, 12230, 12231, 12232, 12233, 12234, 12235, 12236, 12237, 12238, 12239, 12240, 12241, 12242, 12243, 12244, 12245, 12246, 12247, 12248, 12249, 12250, 12251, 12252, 12253, 12254, 12255, 12256, 12257, 12258, 12259, 12260, 12261, 12262, 12263, 12264, 12265, 12266, 12267, 12268, 12269, 12270, 12271, 12272, 12273, 12274, 12275, 12276, 12277, 12278, 12279, 12280, 12281, 12282, 12283, 12284, 12285, 12286, 12287, 12288, 12289, 12290, 12291, 12292, 12293, 12294, 12295, 12296, 12297, 12298, 12299, 12300, 12301, 12302, 12303, 12304, 12305, 12306, 12307, 12308, 12309, 12310, 12311, 12312, 12313, 12314, 12315, 12316, 12317, 12318, 12319, 12320, 12321, 12322, 12323, 12324, 12325, 12326, 12327, 12328, 12329, 12330, 12331, 12332, 12333, 12334, 12335, 12336, 12337, 12338, 12339, 12340, 12341, 12342, 12343, 12344, 12345, 12346, 12347, 12348, 12349, 12350, 12351, 12352, 12353, 12354, 12355, 12356, 12357, 12358, 12359, 12360, 12361, 12362, 12363, 12364, 12365, 12366, 12367, 12368, 12369, 12370, 12371, 12372, 12373, 12374, 12375, 12376, 12377, 12378, 12379, 12380, 12381, 12382, 12383, 12384, 12385, 12386, 12387, 12388, 12389, 12390, 12391, 12392, 12393, 12394, 12395, 12396, 12397, 12398, 12399, 12400, 12401, 12402, 12403, 12404, 12405, 12406, 12407, 12408, 12409, 12410, 12411, 12412, 12413, 12414, 12415, 12416, 12417, 12418, 12419, 12420, 12421, 12422, 12423, 12424, 12425, 12426, 12427, 12428, 12429, 12430, 12431, 12432, 12433, 12434, 12435, 12436, 12437, 12438, 12439, 12440, 12441, 12442, 12443, 12444, 12445, 12446, 12447, 12448, 12449, 12450, 12451, 12452, 12453, 12454, 12455, 12456, 12457, 12458, 12459, 12460, 12461, 12462, 12463, 12464, 12465, 12466, 12467, 12468, 12469, 12470, 12471, 12472, 12473, 12474, 12475, 12476, 12477, 12478, 12479, 12480, 12481, 12482, 12483, 12484, 12485, 12486, 12487, 12488, 12489, 12490, 12491, 12492, 12493, 12494, 12495, 12496, 12497, 12498, 12499, 12500, 12501, 12502, 12503, 12504, 12505, 12506, 12507, 12508, 12509, 12510, 12511, 12512, 12513, 12514, 12515, 12516, 12517, 12518, 12519, 12520, 12521, 12522, 12523, 12524, 12525, 12526, 12527, 12528, 12529, 12530, 12531, 12532, 12533, 12534, 12535, 12536, 12537, 12538, 12539, 12540, 12541, 12542, 12543, 12544, 12545, 12546, 12547, 12548, 12549, 12550, 12551, 12552, 12553, 12554, 12555, 12556, 12557, 12558, 12559, 12560, 12561, 12562, 12563, 12564, 12565, 12566, 12567, 12568, 12569, 12570, 12571, 12572, 12573, 12574, 12575, 12576, 12577, 12578, 12579, 12580, 12581, 12582, 12583, 12584, 12585, 12586, 12587, 12588, 12589, 12590, 12591, 12592, 12593, 12594, 12595, 12596, 12597, 12598, 12599, 12600, 12601, 12602, 12603, 12604, 12605, 12606, 12607, 12608, 12609, 12610, 12611, 12612, 12613, 12614, 12615, 12616, 12617, 12618, 12619, 12620, 12621, 12622, 12623, 12624, 12625, 12626, 12627, 12628, 12629, 12630, 12631, 12632, 12633, 12634, 12635, 12636, 12637, 12638, 12639, 12640, 12641, 12642, 12643, 12644, 12645, 12646, 12647, 12648, 12649, 12650, 12651, 12652, 12653, 12654, 12655, 12656, 12657, 12658, 12659, 12660, 12661, 12662, 12663, 12664, 12665, 12666, 12667, 12668, 12669, 12670, 12671, 12672, 12673, 12674, 12675, 12676, 12677, 12678, 12679, 12680, 1268

**E.326** JOHN SARATON HIGH SCHOOL INC, on fol 1, 100, 13-18  
 1750 (entire) 11-18 years

**HEADSHIP (GROUP 5)** development of interest and resources in the Main School (Years 1-5) included. The successful applicant will be expected to teach throughout the full age and ability range. Proven organising ability essential.

N.W.338 WEST PARK HIGH SCHOOL, Inc. on call: 559-13-18  
yearly  
Shuen Lane, Leeds, L21E 5NE. Telephone: Leeds 750065

**THE BENJAMIN GOFF HIGH SCHOOL** (No. on roll: 680; 13-19 years)  
 Lenditry Avenue, Leeds, LS12 3RE. Telephone: Leeds 753890/752277  
 Headteacher: Mr. H. B. Fawcett

**ELM ST. KEVIN'S R.C. DESIGNATED MIDDLE SCHOOL**  
Barwick Road, Leeds, LS15 8HT. Telephone: Leeds 855112

**HIGH/SECONDARY SCHOOLS** The main school programming comprises "integrated" studies in the first year (13+), and the SCISP course is followed by "O" level by the most academic pupils. There are, however, single Selection options in the Fourth Year and First Year Sixth where Cursus options in the Fourth Year and First Year Sixth where Cursus

Headteacher: Mr. C. A. Rollman  
Required for September, 1978: teacher to be in charge of HOME  
Science department. The teacher will join an expanding Science department where  
three new laboratories are at present under construction.

**SENIOR TEACHER POST**

On September, 1978: Senior Teacher in act as HEAD OF SCHOOL for this 13-18 Compensatory School. The person appointed in June 1980 was the same person. For the completion of the 1978-1979 school year, the school was in the process of being transferred to the control of 140 pupils to be admitted in September, 1979.

**W. JIM TITZ BENJAMIN GOTT HIGH SCHOOL**, (No. on roll: 690) 15-19 years  
Leeds, Yorkshire, Leeds, U.S. 1312 2RE. Telephone: Leeds 752800/752277

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## Bolton Metropolitan Borough

Brighton High School, Newby Road, Bolton  
Required for September, 1978.

### TEACHER, Scale 2

To be in charge of Boys' Physical Education and Games throughout the school. An experienced teacher is required for this important post which involves organising a wide range of activities and developing skills within the scope of the pupils.

Harper Green Secondary School, Harper Green Road, Farnworth, Bolton  
Required for September, 1978.

### HEAD OF DRAMA, Scale 3

To take up duties in September, 1978. A well qualified and experienced teacher of educational drama is sought preferably with interest in dance and music. Splendid facilities in theatre/studio for curriculum drama and production. Previous applicants will remain under consideration.

Sharps High School, Hill Cot Road, Bolton  
Required for September, 1978.

### CRAFT FACULTY

#### WOODWORK, Scale 1

To teach at all levels within the school. An interest in one or more of plastics, control technology or technical drawing would be an advantage.

Woodside Senior School, Chorley New Road, Bolton  
Required for September, 1978.

### GENERAL SUBJECTS, Scale 1

plus special schools allowances. An experienced teacher is required also to take responsibility for Home Economics.

### GENERAL SUBJECTS, Scale 1

plus special schools allowance. Willingness to assist with Rural Science would be an advantage.

Whitcroft High School, Whitcroft Road, Bolton  
Required for May, 1978, or as soon as possible thereafter.

### TEACHER, Scale 2

Experienced teacher specialising in any aspect of Craft or Handicraft to work mainly with fourth and fifth year pupils of practical rather than academic ability.

Required for September, 1978.

### MATHEMATICS, Scale 1

To teach Mathematics to C.S.E. level.

### RELIGIOUS STUDIES, Scale 1

To teach Religious Studies to C.S.E. level and able to assist with either English or Mathematics.

Application forms obtainable from the Director of Education, P.O. Box 53, Padarn House, Civic Centre, Bolton, BL1 1JW, should be returned to the appropriate Head Teacher by 3rd May, 1978.



## EUROPEAN SCHOOL CULHAM OXFORDSHIRE

The school which is planned to open in September, 1978, will be the first European School in this country. It will cater primarily for the children of staff working on the European Community's first (Joint European Tour) Project at Culham. The school will be a day school, organized in linguistic sections and pupils will be taught partly in their own language, partly in languages of other EEC countries.

Initially the number of pupils will be small and mainly in the nursery, primary and lower secondary age ranges but eventually it is expected that there will be about 600 pupils in the 4-16 age range. Those who complete the secondary course will take the European School's own leaving certificate, the European Baccalaureate. The Department of Education and Science, Welsh Office Education Department, Scottish Education Department and Department of Education for Northern Ireland invite applications from experienced, qualified teachers for the following posts which are expected to be available in the European School at Culham in September, 1978.

**NURSERY**  
The Nursery Section will initially cater for children of various EEC nationalities. One teacher is required. A knowledge of French or German would be an advantage.

**PRIMARY**  
Two teachers are required for the English Language Section:  
1. A teacher with an interest in English Mother Tongue and language development.  
2. A teacher with an interest in the teaching of science and mathematics in junior schools. For both posts, readiness to teach English as a Foreign Language is essential.  
Salaries will be in the range of £—

Nursery £4,900-£10,500  
Primary £4,400-£10,000  
Other allowances are also payable for which will be provided on application. Appointments will initially be for two years.

During service in European Schools teachers' incremental rights are preserved. Teachers will be members of a multi-national team and knowledge of a Community language other than English is therefore desirable.

Application forms and further details are available as follows:  
For candidates in England and Wales, Room 3/40, Department of Education and Science, Elizabeth House, York Road, London SE1 7YD (Tel.: 01-528 3222, ext. 2415/2360).  
For candidates in Scotland, Room 4/1, Scottish Education Department, New St. Andrew House, Edinburgh EH1 3AT (Tel.: 01-555 4400, ext. 2348).

For candidates in Northern Ireland, Room 503, Department of Education for Northern Ireland, Redbank House, Belfast Road, Bangor, Co Down BT19 2PR (Tel.: Bangor 6331, ext. 232).

Applications will be sought separately from UK teachers currently serving in the European Schools.  
**CLOSING DATE FOR RECEIPT OF COMPLETED APPLICATION FORMS IS MAY 5.**

## SECONDARY Technical Studies continued

### STAFFORDSHIRE

#### EDUCATION COMMITTEE

##### NORTH LAMN COMMUNITY SCHOOL

Technical Studies Teacher, North Lamin Community School, Norton Canal, Lichfield, Staffs. B76 8JH.  
Applications for September 1978.

To be in charge of Boys' Physical Education and Games throughout the school. An experienced teacher is required for this important post which involves organising a wide range of activities and developing skills within the scope of the pupils.

Application forms obtainable from the Head Teacher, Mr. A. J. Jones, 11, The Crescent, Lichfield, Staffs. B76 8JH.

### SUTTON

#### EDUCATION COMMITTEE

##### CLAYDON HILL SCHOOL

Technical Studies Teacher, Claydon Hill School, Claydon Hill, Sutton, Staffs. ST16 2JH.  
Applications for September 1978.

To be in charge of Boys' Physical Education and Games throughout the school. An experienced teacher is required for this important post which involves organising a wide range of activities and developing skills within the scope of the pupils.

Application forms obtainable from the Head Teacher, Mr. A. J. Jones, 11, The Crescent, Lichfield, Staffs. B76 8JH.

### WALTHAM FOREST

#### EDUCATION COMMITTEE

##### THE THROUGH IN WITHIN

Technical Studies Teacher, The Through in Within, Waltham Forest, London E12 6JH.  
Applications for September 1978.

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## WARWICKSHIRE

### TECHNICAL STUDIES

#### EDUCATION COMMITTEE

##### WALTHAM FOREST

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Technical Studies Teacher, The Through in Within, Waltham Forest, London E12 6JH.  
Applications for September 1978.

To be in charge of Boys' Physical Education and Games throughout the school. An experienced teacher is required for this important post which involves organising a wide range of activities and developing skills within the scope of the pupils.

Application forms obtainable from the Head Teacher, Mr. A. J. Jones, 11, The Crescent, Lichfield, Staffs. B76 8JH.

### WALTHAM FOREST

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# The T.E.S. goes to work.

The TES now provides on its "School to Work" page each week, specialist news coverage of the developing - and controversial - relationship between education and industry and the transition from school to work.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES - The weekly for news about education at all levels - including vocational training.

From newsagents on Fridays price 18p

THE TIMES  
Educational Supplement

## COLLEGES OF FURTHER EDUCATION continued

### ESSEX

**HARLOW COLLEGE OF FURTHER EDUCATION**  
Department of Education  
Required for September, 1978  
DEPARTMENT OF BUSINESS STUDIES  
1. **ACCOUNTING** (QUALIFYING)  
Candidates should be able to read and understand financial statements and be able to prepare simple accounts. Entry is open to all students.

2. **TECHNICAL STUDIES**  
Candidates should be able to read and understand technical drawings and be able to prepare simple drawings. Entry is open to all students.

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## HARINGEY

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Department of Education  
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## HERTFORDSHIRE

**COLLEGE OF DISTANCE EDUCATION**  
Department of Education  
Required for September, 1978  
DEPARTMENT OF BUSINESS STUDIES  
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Candidates should be able to read and understand financial statements and be able to prepare simple accounts. Entry is open to all students.

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## Waltham Forest College

### Lecturers I

#### Department of Sciences

(a) **Data Processing**  
The post will involve teaching various aspects of Data Processing to a wide range of existing courses and the setting up of new courses. Applicants should have several years of commerce or business experience as Programme Systems Analysts.

(b) **Mathematics**  
The successful applicant will be required to teach mainly at 'O' level and remedial level on a variety of courses both in and serviced by the Department of Sciences. Applicants should be graduates and have teaching experience.

(c) **Chemistry**  
To teach on a variety of courses. The duties will include teaching the subject at GCE 'A' and 'O' levels, service work for other departments of the college and work on the new TEC courses. The successful candidate will also be required to teach some Biology at 'O' level standard but the duties will be teaching in the Chemistry Section.

Preference will be given to applicants who are graduates and have teaching experience. This is a re-advertisement. Former applicants need not apply but will be considered for the relevant posts.

**Department of General Education**  
(d) **Industrial Language Training Unit**  
Required for this recently established unit. Applicants should be professionally trained and/or have relevant experience in EFL/ESL. Salary, Lecturer Grade 1 - £2,913 to £4,869 plus London Allowance £287.

Closing date: May 5, 1978.  
Application forms and further details available from the Principal (Staffing), Waltham Forest College, Forest Road, Walthamstow, London E17 4JF. Telephone number: 01-527 2311, extension 259.

London Borough of  
**Waltham Forest**

**SURREY**  
COUNTY COUNCIL

**Guildford County College of Technology**  
Surrey  
Principal, E. L. Ellison, BSc, ARCS, CEng, MIMechE.

Applications are invited for the following posts: Appointments will be from September 1, 1978

**Department of Hotel, Catering and Home Economics**  
**Lecturer Grade II**

To be responsible for the organisation of PHYSICAL EDUCATION throughout the College, including classes for full-time and part-time students together with Students' Union activities. Candidates should be able to offer a wide range of activities as possible.

**Lecturer Grade I**  
To teach HOTEL RECEPTION, Machine Accountancy, Bookkeeping and general Hotel Organisation to students preparing for the City and Guilds Hotel Reception examination and for the Ordinary National Diploma in Hotel Catering and Institutional Operations.

A sound educational background is required together with previous administrative experience in the Hotel Industry. Previous teaching experience would be an advantage but it is not essential.

**Department of Social Work Studies**  
**Lecturer Grade I**

To teach SOCIAL POLICY AND ADMINISTRATION to students on the post-graduate Diploma in Social Administration (University of Surrey) Course. Salary Scales (under review)

**Lecturer Grade II**  
£2,744 to £5,985  
**Lecturer Grade I**  
£2,913 to £4,869

Plus £150 Fringe Area Allowance according to qualifications and experience.  
Considerable teaching experience.  
Further details and application form available from the Principal, on request to S.A.E. Completed forms should be returned to the College within two weeks of the closing date of this advertisement.

## TAYSIDE REGIONAL COUNCIL KINGSWAY TECHNICAL COLLEGE

### Senior Lecturer II Mathematics

(Salary Scale: £5,557-£6,523)

Applications are invited from candidates suitably qualified and experienced in Mathematics for the above post which has become vacant in the Department of Science and Mathematics.

The work of the post involves lecturing and administrative duties across a wide variety of mathematical and related courses.

For further particulars and form of application, please contact the Principal, Kingsway Technical College, Old Glomis Road, Dundee (Tel. 0382-89366). The closing date for the receipt of applications is Monday, 1st May, 1978.

## Devon Education Committee North Devon College

Principal: G. F. Hird, J.P., M.A., M.B.I.M.

Applications are invited from men and women for the following posts to date from 1st September:

**Lecturer Grade I in Shipbuilding**  
**Senior Lecturer in Food and Fashion**  
**Lecturer Grade II/Lecturer**  
**Grade I in Catering [2 posts]**  
**Lecturer Grade II in Hairdressing**  
**Lecturer Grade I in Adult**  
**Education and Staff Development**

The College, which is located in one of the most attractive areas of the county, was approved as a tertiary college by the Department of Education and Science in 1968. It now has 1,000 full-time students mainly aged from 16 to 19 and a range of block release and other part-time courses.

The salaries for the above posts are in accordance with the Burnham F.E. Report.

For further particulars and form of application, please contact the Principal, North Devon College, Barnstaple, Devon.

**DEVON**

## LONDON BOROUGH OF ENFIELD

**EDMONTON COLLEGE OF FURTHER EDUCATION**

Principal: D. J. Alderson  
MSc, CEng, MIMechE, MIPROD, EMSE  
The following member of staff is required for September 1, 1978, or sooner if possible.

**LECTURER GRADE II**  
**For INDUSTRIAL LANGUAGE TRAINING**

Ref E. The successful candidate will be required to develop an industrial training unit based within the college.

The duties include mounting courses, teaching English language at various levels to immigrant employees at their place of work, also training and negotiating with employers and other appropriate interested parties.

Candidates will be required to provide a car, for which a casual car-user allowance is payable, and be prepared to travel and work flexible hours.

Candidates should preferably be graduates with some EFL training, EFL teaching and industrial or commercial experience would be an advantage.

Salary scale (including London Allowance) £3,676 to £5,790 per annum.  
This scale is subject to a £312 addition plus a further supplement of between £183 and £180 per annum.  
Consideration is given to assistance with removal and relocation costs, temporary housing and two homes allowance.  
Application forms and further particulars (enclose SAE) are available from the Principal, Edmonton College of Further Education, Montagu Road, Edmonton N18 2LY, and should be returned by May 5, 1978.

## STOCKSBRIDGE COLLEGE SHEFFIELD

Applications are invited for the following posts:

**LECTURER I**

required to teach mainly Electrical Engineering subjects, including some Electronics to Technicians, Craft, C.S.E., Occupational Selection, and special adult courses. The ability to teach motor vehicle maintenance to Occupational Selection and C.S.E. students would be an advantage.

**LECTURER I**

required to teach Metallurgical and related subjects, mainly to steelwork operative students studying on City and Science courses. The ability to teach Mathematics and Science, to technician students, would be an advantage.

**LECTURER I**

to join an experienced team in the Industrial Studies Unit of the College. Applicants should be able to offer two of the following subject areas: Industrial Relations, Industrial Law, Statistics, Finance, Industrial Management Policy. Applicants should have appropriate qualifications, have suitable industrial experience, and preferably be teacher trained.

Salary range £2,469 to £4,377 plus phase 1 and 2 supplements.  
Further particulars and application forms are obtainable from the Principal, Stocksbridge College, Mole House Lane, Stocksbridge, Sheffield, S30 3BN. Telephone: Sheffield 84610.

## HUMBERSIDE COUNTY COUNCIL NORTH LINDSEY COLLEGE OF TECHNOLOGY

Kingsway, Scunthorpe, South Humberside DN17 1AJ.

Applications are invited for the following posts which will become available due to development and retirements. Qualifications expected will include graduate and/or professional chartered status, City and Guilds of London Institute Final Certificate, Teacher Training and good professional/industrial experience, as appropriate for the level of teaching involved.

Starting date in all cases: 1st September, 1978.

**1. HEAD OF SCIENCE AND METALLURGY**  
(Grade 3)

**2. SENIOR LECTURER**  
Mathematics and Computing, to lead section servicing whole college.

**3. SENIOR LECTURER**  
Information and Learning Services. To control and develop information and learning services throughout the college. Chartered librarian essential.

**4. SENIOR LECTURER**  
To initiate and develop "Holland" type courses. Challenging new post.

**5. SENIOR LECTURER**  
Engineering, Graduate (or equivalent) to teach range of subjects, mechanical or structural, up to Higher National Certificate and assist with administration.

**6. LECTURER 2**  
Fabrication and Welding with emphasis on thick plate work with craft and technician groups. Administrative responsibility for course organisation.

**7. LECTURER 2**  
To teach any aspect(s) of Business Studies. Expected to play a major part in B.E.C. development.

**8. 9. 10. LECTURER 1 (Three posts)**  
Business Studies. To teach Office Arts at all levels with full and part-time and evening students.

**11. LECTURER 1**  
Construction. To teach mainly Technician subjects and assist in T.E.C. development.

**12. LECTURER 1**  
Electrical Engineering. To teach electrical subjects on craft and technician courses.

**13. LECTURER 1**  
Fabrication and Welding. To teach on craft and technician courses.

**14. LECTURER 1**  
Personal Services. Preliminary Residential Care Course Tutor. Possibly some teaching with Certificate in Social Services Course.

All Salary Scales: Burnham F.E.

For further particulars etc. please send a large stamped addressed envelope, in the Principal's quoting post reference number(s).

Closing Date: 2nd May, 1978.















Assistant Teacher of English : Degree and teaching  
 certificate. 2 years teaching experience essential. TEFL  
 experience desirable. Females only.  
 Assistant Teacher of Mathematics : Degree and  
 teaching certificate. 2 years teaching experience  
 essential. Female only.  
 Salaries : Burnham equivalent.  
 Benefits : Rent and baggage allowance ; free medical  
 treatment ; 2 year contracts, renewable. 78. US, 38.30  
 £ per week are paid. Local contracts are guaranteed by  
 the British Council. Please write briefly stating  
 qualifications and length of appropriate experience.  
 Submit relevant reference number and full CV for  
 further details and application form to The British  
 Council (Appointments), 85 Davies Street, London  
 W1A 0AA.























